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ABSTRACT

The 1994 edition of the NEA Almanac of Higher Education offers this year, in addition to the usual statistical data that the almanac has traditionally provided, seven articles that analyze important trends in higher education by leading scholars from across the nation. "Faculty Salaries, 1992-1993" by John B. Lee gives a detailed analysis of salary trends and factors associated both with the lack of real increases in faculty salaries over the last 3 years and those associated with higher salaries. "Workload and Productivity in an Accountability Era" by Henry L. Allen examines the changing political, economic, and social climate, the changing demands of an academic career, and the evidence about faculty workload and productivity as well as changing working conditions, demographics, and productivity. "The Value of Teaching, Research, and Service" by James S. Fairweather reports on a study of the relation between faculty pay and teaching and instruction, research and scholarship, administration, and public service. "Trends in Bargaining" by Christine Mainland and Rachel Hendrickson uses results from an analysis of 120 contracts to focus on impact of the Family Medical Leave Act, sexual harassment issues, and retrenchment and layoff provisions in contracts. "State Policy and Budget Developments" by William Zumeta and Janet Looney examines how access to education imperatives collide with supply side constraints and public skepticism about higher education. "Benefits and Retirement" by Jay L. Chronister demonstrates how changing faculty demography and rising health care costs strongly influence institutional and individual decisions about retirement and benefits. "Administrative Staff: Salaries and Issues" by David C. Montgomery and Gwendolyn L. Lewis describes national trends in demographics, qualification, compensation, and career paths over the last decade. All papers contain extensive references. Part 2, the Faculty Salary Report, contains statistical information for 3,194 institutions organized by state, institutional type and control. (JB)

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OVERVIEW

by Rebecca L. Robbins

Rebecca Robbins is the coordinator of NEA higher education publications. Before her work with NEA, she held a faculty position at the Arizona State University and taught intercultural communication and education theory.

Robbins conducted her postdoctoral research in communication at the University of Texas at Austin. She received her Ph.D. in education theory and policy from the Pennsylvania State University.

Robbins is an enrolled member of the Standing Rock Sioux Tribe in North Dakota. Her research interests include communication between American Indians and non-Indians. She has published several articles and a book chapter on contemporary American Indian self-determination.

Welcome to the new *NEA Almanac of Higher Education*.

This 1994 edition of the *Almanac* represents a substantial shift in both format and focus. We began publishing the *Almanac* nearly a decade ago with a clear, simple original conception: We wanted to place before NEA members in higher education a compendium of statistics and reference material designed to help higher education faculty and staff better understand—and thrive—in academe.

Over the years, many of you have taken the time to share your reactions to the *Almanac* with us. One theme emerged quite clearly from your comments. Statistics and reference materials are fine, you told us, but what would be considerably more helpful are analyses that trace—and explain—emerging trends in the academic world.

We have tried to provide, in this new *Almanac*, the analyses you need and want. In the pages that follow are essays on the current state of higher education by leading scholars from across the nation.

In future editions of the *Almanac*, we plan to update and extend the analyses in these essays and, through them, keep you informed about where the higher education enterprise is and where it is headed.

The *Almanac* is only part of the overall NEA publishing program in higher education. Besides the annual *Almanac*, NEA members in postsecondary education also receive the *NEA Higher Education Advocate*, a monthly newsletter during the academic year, and *Thought & Action*, the NEA biannual journal of higher education.

This issue of the *Almanac*, we believe, sets the standard for debate on issues like accountability, workload, salaries, fiscal conditions, and the role of unions in higher education. Future issues of the *Almanac* will follow suit.

As always, we appreciate any comments or suggestions you may have on any of the NEA publications in higher education.

FOREWORD

by Harold S. Wechsler

Harold Wechsler is an associate professor of higher education at the Warner Graduate School of Education and Human Development, University of Rochester.

A former editor of NEA higher education publications, Wechsler has published books on student access to higher education and on the history of disciplines and fields of study.

Wechsler is currently writing a history of middle colleges—a group of high schools for at-risk students located on community college campuses—and a history of efforts to reduce racial and ethnic prejudice on college campuses.

American college and university faculty members and staff are caught between perception and reality—the public perception of faculty members, often shaped by forces critical of the academy, has become more jaundiced just as the demands made upon them have substantially increased. The well-known stereotypes need not be rehearsed here. Less known are the decided increases in the faculty workweek, the number of publications required for promotion and tenure, and the demands for institutional, professional, and public service. Nor have salaries kept up with the heightened productivity mandates. The demands and retrenchments—state-mandated teaching loads, loss of job security and benefits—continue, but reality rarely catches up with stereotype.

The *NEA 1994 Almanac of Higher Education* aims to address the realities of academic life. Our goal: to become the authoritative annual publication on the issues that must be resolved for the life of the mind—the creation and dissemination of knowledge—to thrive.

This *Almanac* goes beyond existing compendia by offering *original* essays on the conditions of academic life, directed towards faculty members, administrative staff, and support staff. Building on a decade of experience in producing *Almanacs* of higher education, NEA commissioned the Higher Education Program, Margaret S. Warner Graduate School of Education and Human Development, University of Rochester, to coordinate data collection and research assistance, select and work with the authors of each essay, and review and edit the final drafts. We asked a panel of nationally recognized experts to delve into the recent past, and discuss the trends that brought us to 1994. These authors presented their preliminary findings to the 1993 NEA Higher Education Conference, where they received constructive feedback from staff and faculty members. Part 1 of this *Almanac* contains the revised essays. Part 2 includes 1992-1993 salaries paid to faculty members. John B. Lee of JBL Associates prepared this data for publication. We will annually update the key statistics, including the salary tables, explore some issues in depth, and speculate upon future trends.

Certain key conclusions emerge from the articles in the *1994 Almanac*. Economic, political, and demographic changes have combined to make our jobs more difficult, the rewards

slimmer. Not only do faculty members work longer workweeks, but the spending power of salaries, which by 1989 had almost regained the level previously attained in the late 1960s, again began to decline. Reductions in force—common in both the public and the independent sectors—and the decline in purchasing power for beginning assistant professor salaries make it more difficult to attract replacements for the many faculty members who will retire during the next decade. Governing bodies and administrators ignore estimates of an upcoming increased demand for higher education faculty, while the current professoriate worries about the strength of seniority and tenure in the face of “financial exigency.” Bargaining, of course, continues to emphasize “bread and butter” issues, but faculty and staff representatives also address issues that arise out of changed economic circumstances and new federal and state legislative mandates.

Faculty members live multiple lives—intellectual lives within their disciplines or fields, collegial lives within academic communities, and political lives within the American polity. But the condition of the academic profession

strongly affects the quality of these lives. Faculty members, of course, can withdraw into the life of the mind at the time of an unsupportive environment. But, collectively and individually, faculty and staff members can also improve the conditions of academic life for themselves, their students, and their concerned publics. We hope this *Almanac* helps to advance that goal.

Many colleagues helped us to design and produce this *Almanac*. Thanks go especially to Kristeen Hanselman, Rachel Hendrickson, Irma M. Johnson, Christine Maitland, and Donna Ulman of NEA Membership and Affiliates; Bronwin Goode, Ronald Henderson, Linda J. Hill, Art Parsons, and Deagelia Pena of NEA Research; Barbara Bohrer Haff, Sam Pizzigati, and Rebecca L. Robbins of NEA Publishing; and Kristine L. Anderson, Roger L. Knutsen, and VirginiaAnn G. Shadwick, NEA Higher Education members. At the University of Rochester, special thanks go to Henry L. Allen, Lynn D. Gordon, Sandra R. Ingram, Bruce Kimball, Ingrid Overacker, and Philip Wexler.

Faculty Salaries, 1992-1993

by John B. Lee

John Lee is President of JBL Associates, Inc., in Bethesda, Maryland. JBL Associates is a consulting firm specializing in postsecondary education policy issues.

Lee's Ed.D. is in higher education from the University of California, Berkeley. He started his career as an instructor at Laney Community College in Oakland, California, where he served as academic senate president and president of the teacher's union. Subsequently, he worked for Stanford Research International (SRI), the Education Commission of the States, the U.S. House of Representatives' Education and Labor Committee, and Abt Associates.

Lee's areas of specialization include student aid policy, and higher education finance and governance.

The national average faculty salary in 1992-1993 is \$44,843, up 2.6 percent from \$43,703 in 1991-1992.¹ The continuing recession accounts for the negligible salary improvements, particularly at public colleges and universities.² Annual increases over the 1980s exceeded inflation, but the persistent economic recession has now stalled real increases in faculty salaries for three years. Faculty purchasing power therefore remains below the peak year of 1972. College and university faculty members are holding just short of steady after correction for inflation.³

Analysis of data on the salaries of full-time American college and university faculty members reveals the factors that are associated with higher salaries:⁴

- employment in colleges and universities with bargaining agreements.
- working in a university.
- teaching in the business and engineering fields.
- teaching in large institutions.
- working in colleges and universities located in large population states.
- teaching in states with higher personal disposable incomes.
- being male.

OVERVIEW

Data Sources

This article compares and contrasts information from four national reports of faculty salary. The salary survey conducted by National Center for Education Statistics (NCES), located in the U.S. Department of Education, is part of its annual Integrated Postsecondary Education Survey (IPEDS). Colleges and universities respond to the NCES survey each fall, but NCES releases this information—the most comprehensive and complete faculty salary data available—at least a year later.

The AAUP survey of faculty salaries is less complete, but more timely. AAUP reports salaries for about 60 percent of NCES institutions—about 2,200 institutions vs. 3,600 reported by NCES. However, this data includes about 81 percent (376,958) of the 464,000 full-time teaching faculty members.⁵ The AAUP and NCES

reports are similar, but AAUP reports the average salaries for all faculty members with a correction for 11/12 month contracts, while NCES reports salaries for 9/10 month and 11/12 month faculty members separately.

Two organizations provide faculty salary information by academic department for samples of four-year colleges and universities. The Office of Institutional Research of Oklahoma State University (OSU) reports on faculty salaries in 93 public Land Grant universities, while the College and University Personnel Association (CUPA) uses a sample of 269 four-year public, comprehensive colleges and universities to report salary information.

Historical Perspective

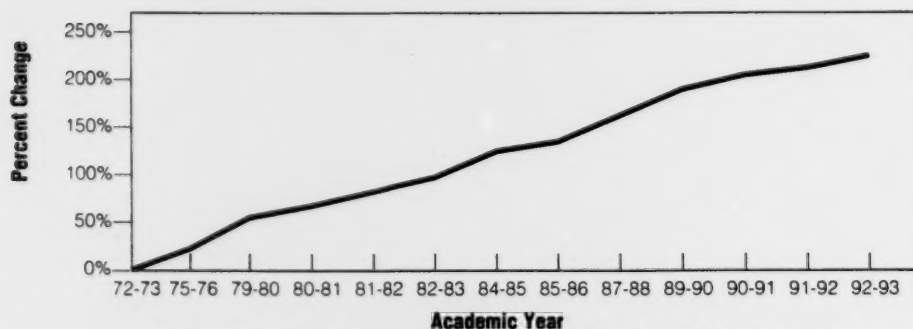
At first glance, it appears that faculty salaries have experienced a nearly uninterrupted increase over the last 20 years. Graph 1 shows a 223.8 percent increase in faculty salaries between 1972-1973 and 1992-1993. However, when salaries are corrected for inflation, faculty purchasing power declines sharply between the 1972-1973 and 1980-1981 academic years.⁶ The 1970s saw the end of the postwar baby boom enrollments and the beginning of the erosion of public financing for higher education. The sharp inflation during the later part of the decade exacerbated this erosion. Salaries

experienced modest increases over inflation for nine years beginning in 1980-1981. By 1989-1990, faculty members had almost regained the purchasing power lost over the previous decade. The following three years show nearly no change in salaries, and Graph 2 shows the current purchasing power of the average faculty member still lags behind the average salary in 1972-1973.⁷ The 223.8 percent salary increase reported in current dollars is actually a 2.8 percent loss in constant dollars, and recent faculty salary increases barely kept up with inflation.

Faculty members in each academic rank experienced a greater loss in purchasing power than the overall 21-year average—a paradox explained by faculty promotions and annual step increases. The salaries of new, untenured faculty members suffered the most severe erosion. New assistant professors, for example, will receive a salary that can purchase 9 percent less (in constant dollars) than newly hired faculty members 21 years ago in the same rank. Average faculty salaries lost by similar amounts in the other beginning ranks. Since faculty salaries are beginning to erode again, new faculty members will not catch-up with historical salary levels in the near future. Senior faculty members, in contrast, have almost kept up with the cost of living, and faculty

GRAPH 1

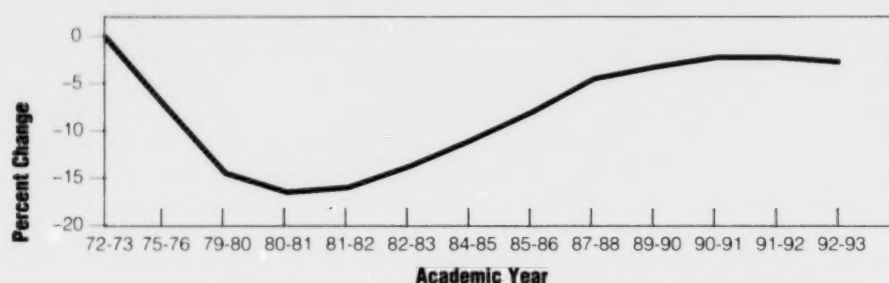
CHANGE IN AVERAGE FACULTY SALARIES IN CURRENT DOLLARS, 1972-1993



SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Higher Education; and IPEDS Faculty Salary Survey, 1992-93.

GRAPH 2

CHANGE IN AVERAGE FACULTY SALARIES IN CONSTANT DOLLARS, 1972-1993



When corrected for inflation, faculty salaries have declined by 2.8 percent between 1972-73 and 1992-93.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Higher Education, and IPEDS Faculty Salary Survey, 1992-93.

members who received promotions from assistant to full professor salary levels may have beaten inflation.

CURRENT SALARIES

The 2.6 percent increase in average faculty salary between 1991-1992 and 1992-1993 represents a 0.5 percent loss in faculty purchasing power when corrected for inflation.⁸ A salary increase differential favored private college faculty members this year—4.1 percent vs. 2.2 percent—and many public colleges and university faculty members received no salary increase at all.⁸

Salary by Academic Rank

Salary, as expected, increases with academic rank according to all four reports (Table 1). On average, professors earned over twice as much as full-time instructors in 1992-1993—\$59,520 vs. \$27,660. The average professor made roughly 35 percent more than an associate professor.¹⁰ Associate professors make 14 to 21 percent more than assistant professors depending on the survey.¹¹ The Land Grant universities report higher average salaries at all levels because they include university faculty members exclusively.

Contract Length

Most faculty members, 87 percent, serve on

a 9/10 month contract or teaching year, even if they receive 12 paychecks. The average faculty member on a 9/10 month contract, reports NCES, made \$44,843 in 1992-1993 (Table 2). The remaining 13 percent have responsibilities over the summer—department chairs, coaching, summer institutes, administrative or research assignments—that place them on an 11/12 month contract. In 1992-1993, the salaries of these faculty members averaged \$53,730.

Faculty members on 11/12 month contracts in public universities earned nearly \$11,000 more than their fellow teachers on 9/10 month contracts, while faculty members on 11/12 month contracts in independent universities earned only \$3,000 more. Faculty salaries for 9/10 month and 11/12 month contracts are similar at two-year public and two-year private colleges, perhaps because smaller colleges, which tend to pay faculty members less than larger colleges, may use 11/12 month faculty members to help administer the college. Except at public universities, the added work does not compensate for the lower pay schedule.

Academic Specialty

Faculty salaries vary substantially by teaching area in four-year colleges and universities. Engineering faculty members receive an average salary of \$55,398, according to CUPA, followed by colleagues in accounting, marketing, business administration, and physical

TABLE 1

**AVERAGE FACULTY SALARY BY ACADEMIC RANK,
1992-1993**

	AAUP	CUPA Public	Land Grant	NCES, 1992- 1993
Professor	\$59,520	\$55,000	\$74,316	\$58,789
Associate	44,110	43,745	55,409	43,945
Assistant	36,780	36,049	48,434	36,625
Instructor	27,660	27,019	33,690	28,501
Lecturer	31,010	--	--	30,529
No Rank	34,930	--	--	37,771
ALL	\$46,270	\$44,391	\$57,793	\$44,710

SOURCES: AAUP: D.S. Hamermesh, "Treading Water: The Annual Report on the Economic Status of the Profession, 1992-93" *Academe* (March-April, 1993), 33f.

CUPA: College and University Personnel Association, *National Faculty Salary Survey by Discipline and Rank in Public Colleges and Universities, 1992-93* (Washington, D.C.: CUPA, 1993).

Land Grant: Office of Institutional Resources, *Oklahoma State University (OSU), 1992-1993 Faculty Salary Survey by Discipline* (Stillwater, Oklahoma: OSU, 1993).

NCES: National Center for Education Statistics, *Salaries of Full-Time Instructional Faculty on 9- and 10-Month Contracts in Institutions of Higher Education, 1982-83 through 1992-93* (Washington D.C., NCES, 1993).

TABLE 2

**COMPARISON OF 9/10 AND 11/12 MONTH SALARIES,
1992-1993**

	9/10	11/12
Public Universities	\$48,573	\$62,254
Public BA +	43,557	53,721
Public BA	40,276	52,846
Public AA	38,984	38,029
Independent Universities	55,291	58,088
Independent BA +	40,130	40,204
Independent BA	37,690	34,348
Independent AA	26,554	32,492
ALL	\$44,843	\$53,730

SOURCE: National Center for Education Statistics, *Faculty Salary Survey, 1992-93*.

science.¹² Faculty members in nursing and occupational therapy programs receive an average low salary below \$38,000 (Table 3).

Land Grant universities, which include a greater proportion of graduate and professional faculty members than the CUPA sample, report higher average salaries than other types of institutions (Table 4). Law is the runaway salary leader, followed by business administration and management, computer and information, and health-related sciences. Faculty members at the lower end of the OSU rankings teach transportation, visual and performing arts, leisure studies, home economics, education, language, and communications.

The disparity in rankings for salaries in health-related programs—at the higher levels in Land Grant Universities and in the lower half in the CUPA survey—reflects the employment market for the different specialties within the medical field. Faculty members at the Land Grant universities, who instruct future physicians, receive high salaries; colleagues at CUPA-surveyed colleges, who educate many nurses, do not.

Salary by Institutional Characteristics

Average faculty salaries vary by institutional type and control, according to all four faculty salary studies. Table 5 lists, in descending order, average faculty salaries for universities, and for comprehensive, baccalaureate, and two-year colleges by type of control. The two-year college category is subdivided into institutions that rank, or do not rank, their faculty members.

University faculty members receive higher salaries than faculty members in other types of colleges. Salaries are higher for faculty members in private universities and in private comprehensive institutions than in comparable public institutions. Graphs 3, 4, and 5 describe the respective distribution of salaries in public four-year colleges and universities, public two-year colleges, and private colleges and universities, respectively. Private colleges display the greatest range of differences between low and high salaries; two-year colleges, the least. Median salaries—four-year public college faculty members=\$38,000, two-year college faculty members=\$30,000, private colleges=\$34,000—are lower than average salaries in all three sectors, since larger institutions pay faculty members more than smaller colleges.

TABLE 3

AVERAGE FACULTY SALARY BY ACADEMIC DEPARTMENT, 1992-1993

Program	Salary	Program	Salary
Nursing	\$37,117	Reading Education	\$43,719
Occupational Therapy	37,594	Counseling and Guidance	43,615
Communications	39,163	Social Work	44,063
Visual and Performing Arts	39,315	Mathematics	44,063
Teacher Education	39,701	Social Sciences	44,342
Curriculum and Instruction	39,875	Psychology	44,703
Interdisciplinary	40,096	Educational Administration	44,794
English and Literature	40,190	Geography	44,942
Music	40,549	Philosophy and Religion	45,272
Drama/Theater	40,553	History	45,272
Protective Services	40,682	Political Science	45,424
Foreign Languages	40,851	Biological Science	45,844
Home Economics	40,859	Architecture	46,355
Leisure Studies	41,260	Anthropology	46,515
Business, Secretarial	41,260	Agribusiness	46,355
General Art	41,837	Chemistry	47,060
Library Sciences	42,038	Geology	47,435
Special Education	42,038	Ethnic and Cultural Studies	47,818
Speech, Language	42,118	Computer and Information Sciences	48,656
Education	42,317	Business Enterprise Management	48,744
Physical Therapy	42,356	Economics	48,822
Industrial Arts	42,915	Physics	49,590
Sociology	43,098	Business:	
Engineering Technologies	43,146	Management and Administration	50,363
Communication Technologies	43,283	Marketing	51,828
Public Health	43,363	Accounting	52,109
Physical Sciences	43,615	Engineering	55,398

SOURCE: College and University Personnel Association, *National Faculty Salary Survey by Discipline and Rank in Public Colleges and Universities, 1992-93* (Washington, D.C.: CUPA, 1993).

Large differences in average salary occur within institutional types, categorized by the Carnegie Classification scheme. University faculty members, for example, are paid an average of \$54,772 in Research University I institutions, \$47,688 in Research University II or Doctorate I institutions, and \$44,547 in Doctorate II institutions—a \$10,000 difference between faculty members in the largest and smallest universities. The average salary for the nonuniversity faculty members is \$40,197. Average faculty pay increases with institutional emphasis on research.

Average faculty salaries are positively related to institutional enrollment (Table 6). Faculty members in small institutions earn \$20,461 less than faculty members in the largest insti-

tutions. The difference is less in community colleges than four-year colleges, greater in private colleges than in public colleges. The relationship between size, institutional mission, and control may help to explain these differences. Large institutions are most likely to be universities, while small colleges are more likely to be religiously controlled.

Collective Bargaining

The existence of a bargaining agreement also influences faculty salaries (Table 7). Salaries in public colleges and universities with bargaining agreements average \$9,461 higher salaries than in nonbargaining colleges. This salary advantage—observable in every academic department—ranges from \$5,031 for

TABLE 4

AVERAGE SALARY BY DISCIPLINE, LAND GRANT UNIVERSITIES, 1992-1993

Program	Salary	Program	Salary
Transportation and Moving	\$40,699	Architecture and Environmental Design	\$47,141
Interdisciplinary Study	40,956	Agricultural Sciences	47,242
General Studies	41,018	Public Admin. and Services	48,223
Visual and Performing Arts	41,977	Ethnic and Cultural Studies	48,602
Parks, Rec., Leisure Studies	42,157	Agribusiness	49,662
Home Economics	42,751	Social Sciences and History	50,119
Communications	43,016	Psychology	51,022
English Lang. and Literature	43,645	Biological Sciences	51,635
Foreign Lang. and Literature	43,677	Mathematics	51,995
Education	44,182	Physical Sciences	55,775
Protective Services	44,228	Health Professions and Related Sciences	57,793
Engineering Related Technologies	44,937	Computer and Information Science	58,201
Library Sciences	45,947	Engineering	61,262
Philosophy and Religion	46,427	Business Administration	62,708
Renewable Natural Sciences	46,980	Law	77,663
ALL DISCIPLINE AVERAGE	\$51,950		

SOURCE: Office of Institutional Resources, Oklahoma State University, 1992-93 Faculty Salary Survey by Discipline.

TABLE 5

**INSTITUTIONAL TYPES RANKED BY
AVERAGE FACULTY SALARY, 1992-1993**

Type	Average Salary
Independent University	\$63,240
Church-Related University	52,810
Public University	50,070
Church-Related Comprehensive	44,800
Independent Comprehensive	44,140
Public Comprehensive	43,790
Independent Baccalaureate	42,420
Public Two-year (no ranks)	38,890
Public Baccalaureate	38,860
Public Two-year (with ranks)	38,320
Church Related Baccalaureate	36,160
Independent Two-year (with ranks)	29,000
Independent Two-year (no ranks)	27,500
Church-Related Two-year (no ranks)	25,710

SOURCE: D.S. Hamermesh, "Treading Water: The Annual Report on the Economic Status of the Profession, 1992-93" *Academe* (March-April, 1993), 33f.

faculty members in teacher education to \$15,204 for business enterprise management faculty members.

Salary by Gender

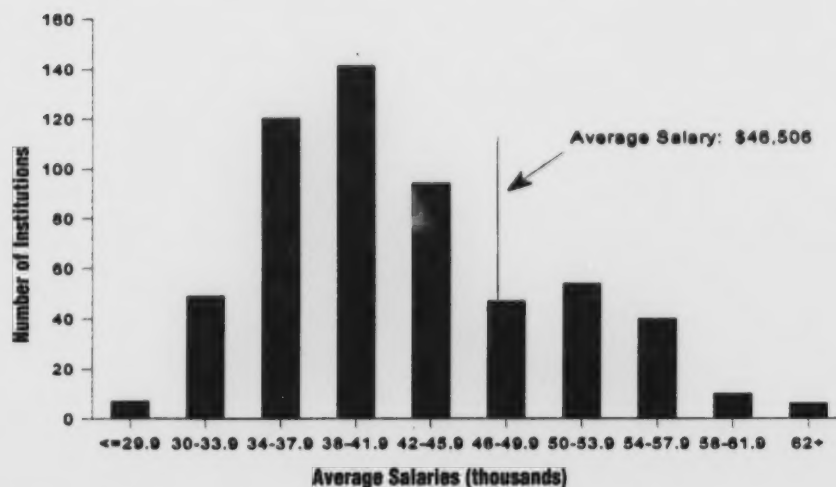
Average salaries differ for men and women in all types of institutions and control (Table 8). Men and women were paid \$47,967 and \$38,489, respectively in 1992-1993, a \$9,478 difference.¹³ Not only are women more likely to have a lower academic rank than men, but women received lower salaries at every academic rank. The greatest difference—\$6,297—occurred at the full-professor level in four-year colleges and universities.

Some commentators attribute the disparity to the respective concentration of men in highly paid fields, such as engineering and business, and of women in lower-paying fields, such as nursing and education. However, academic field does not explain the salary difference between men and women in two-year colleges, where years on the job and educational attainment are better predictors of salaries.

States and Faculty Salaries

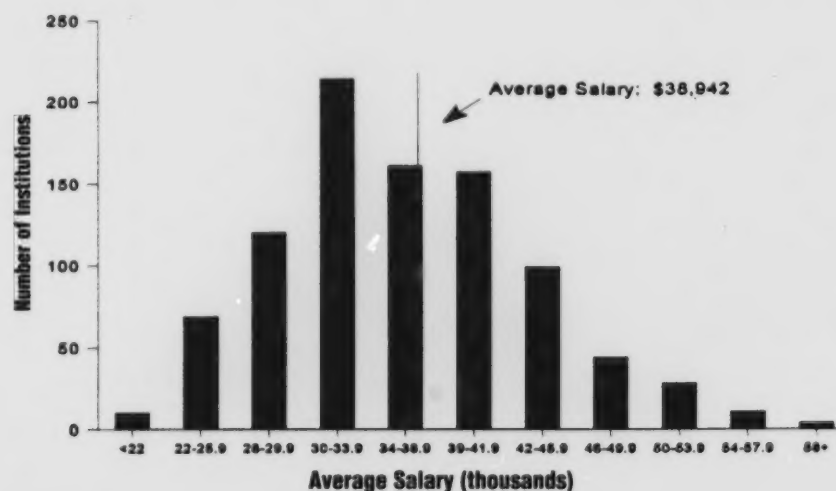
States vary widely by wealth and by their

GRAPH 3

DISTRIBUTION OF AVERAGE FACULTY SALARIES — PUBLIC FOUR-YEAR INSTITUTIONS, 1992-1993

SOURCE: National Center for Education Statistics, Faculty Salary Survey, 1992-93.

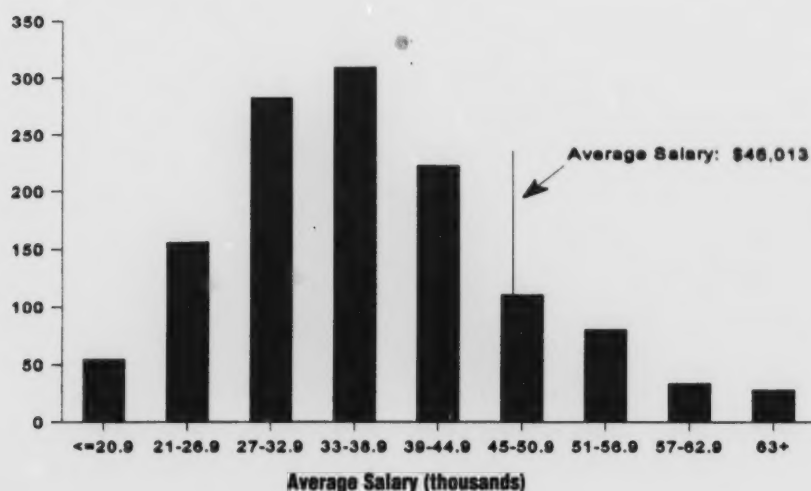
GRAPH 4

DISTRIBUTION OF AVERAGE FACULTY SALARIES — PUBLIC TWO-YEAR INSTITUTIONS, 1992-1993

SOURCE: National Center for Education Statistics, Faculty Salary Survey, 1992-93.

GRAPH 5

DISTRIBUTION OF AVERAGE FACULTY SALARIES — PRIVATE INSTITUTIONS, 1992-1993



SOURCE: National Center for Education Statistics, Faculty Salary Survey, 1992-93.

TABLE 6

AVERAGE FACULTY SALARY BY INSTITUTIONAL ENROLLMENT, 1992-1993

Average FTE Enrollment	All Faculty	Public		Independent
		Two-Year	Four-Year	
Less than 1,000	\$33,123	\$31,534	\$39,497	\$33,035
1,000 - 2,499	37,720	34,298	38,030	39,713
2,500 - 4,999	41,739	38,882	41,226	45,594
5,000 - 9,999	45,590	42,356	43,245	54,687
10,000 - 19,999	48,744	43,238	46,599	61,562
20,000 - 29,999	51,831	36,655	51,489	56,378
30,000 or more	53,788		53,788	

SOURCE: National Center for Education Statistics, Faculty Salary Survey, 1992-93.

level of support to higher education. Not only do state governing bodies, such as boards and legislatures, decide how much money is available for higher education, they often set the pay schedule at public colleges and universities.

Table 9 lists faculty salaries for public four-year, public two-year, and private colleges in descending order of the average 1992-1993 9/10 month salary. California's support for higher education has seriously eroded, but the

TABLE 7

**AVERAGE FACULTY SALARY BY ACADEMIC DEPARTMENT,
COLLECTIVE BARGAINING VS. NON-COLLECTIVE BARGAINING, 1992-1993**

Program	Salary: non- bargain- ing	Salary bargain- ing	Differ- ence	Program	Salary: non- bargain- ing	Salary: bargain- ing	Differ- ence
Nursing	\$34,569	\$42,856	(8,287)	Reading Education	\$36,776	\$49,075	(12,299)
Occupational Therapy	29,536	43,112	(13,576)	Counseling and Guidance	40,964	47,478	(6,514)
Communications	36,036	43,761	(7,725)	Social Work	39,417	49,366	(9,949)
Visual and Performing Arts	36,239	44,728	(8,489)	Mathematics	38,898	51,516	(12,618)
Teacher Education	37,596	42,627	(5,031)	Social Sciences	36,509	51,582	(15,073)
Curriculum and Instruction	38,139	44,340	(6,201)	Psychology	40,577	49,733	(9,156)
Interdisciplinary	35,653	48,437	(12,784)	Educational Administration	43,315	47,387	(4,072)
English and Literature	35,567	46,475	(10,908)	Geography	40,982	48,969	(7,987)
Music	37,005	46,011	(9,006)	Philosophy and Religion	40,108	50,303	(10,195)
Drama/Theater	36,173	45,300	(9,127)	History	40,551	51,567	(11,016)
Protective Services	37,656	46,642	(8,986)	Political Science	40,265	51,887	(11,622)
Foreign Languages	35,894	46,578	(10,684)	Biological Sciences	41,147	52,454	(11,307)
Home Economics	37,152	46,514	(9,362)	Architecture	42,185	51,830	(9,645)
Leisure Studies	36,890	45,920	(9,030)	Anthropology	39,742	50,884	(11,142)
Business, Secretarial	38,700	47,356	(8,656)	Agribusiness	39,686	52,970	(13,284)
General Art	36,933	47,759	(10,826)	Chemistry	42,481	52,907	(10,426)
Library Sciences	33,806	47,049	(13,243)	Geology	42,443	53,703	(11,260)
Special Education	38,165	45,536	(7,371)	Ethnic & Cultural Studies	39,555	49,331	(9,776)
Speech, Language	37,947	46,783	(8,836)	Computer & Info. Science	45,526	53,266	(7,740)
Education	39,081	46,805	(7,724)	Business Enterprise Mgmt.	44,370	59,574	(15,204)
Physical Therapy	38,209	47,914	(9,705)	Economics	49,051	50,191	(1,140)
Industrial Arts	39,371	49,314	(9,943)	Business Mgmt. & Admin.	48,878	52,815	(3,937)
Sociology	39,112	48,224	(9,112)	Physics	42,915	56,141	(13,226)
Engineering, Technical	41,163	46,930	(5,767)	Marketing	47,654	56,288	(8,634)
Communication Tech.	38,519	46,639	(8,120)	Accounting	50,737	54,321	(3,584)
Public Health	37,108	49,223	(12,115)	Engineering	50,754	59,927	(9,173)
Physical Sciences	40,413	47,544	(7,131)	ALL FIELDS	\$40,326	\$49,787	(9,461)

Departments listed in ascending order of average faculty salary (see Table 3).

SOURCE: College and University Personnel Association, National Faculty Salary Survey by Discipline and Rank in Public Colleges and Universities, 1992-93 (Washington, D.C.: CUPA, 1993).

TABLE 8

SALARY DIFFERENCE BETWEEN MEN AND WOMEN BY INSTITUTIONAL TYPE AND CONTROL, 1992-1993

	Men	Women	Difference
Public Four-year	\$49,422	\$39,500	\$ 9,922
Public Two-year	40,781	36,742	4,039
Independent Four-year	50,000	39,168	10,832
Independent Two-year	28,115	25,382	2,733
ALL	\$47,967	\$38,489	\$ 9,478

SOURCE: National Center for Education Statistics, Faculty Salary Survey, 1992-93.

state still offers the highest average salary for faculty members at four-year public colleges—\$57,455. South Dakota is last with an average salary of \$35,287. The range between the highest and lowest salary is thus \$22,168; the average salary for the sector is \$46,506. California and North Carolina offer the highest and lowest salaries, respectively, paid to public two-year college faculty members in 1992-1993—\$49,907 and \$26,159—a range of \$23,748.

The average salary of private college faculty members varies by \$31,266, from a high of \$55,113 in Connecticut to a low of \$23,847 in Nevada. Higher paying private universities and colleges are concentrated in fewer states—40 and 11 states, respectively, have an average

private college faculty salary below and above the national average of \$46,013.

Independent college faculty salaries display a greater range than salaries at public institutions. Twelve states have lower average faculty salaries for independent college faculty members than the lowest salary reported for faculty members in public four-year colleges. The average pay for public four-year college faculty members exceeds the average salaries of the independent college faculty members in only eleven states.

Based on 1991-1992 Faculty Salary Data, several state characteristics are associated with the average pay of faculty members. Average personal disposable income in the state—a

TABLE 9

AVERAGE SALARIES FOR FACULTY ON 9/10 MONTH CONTRACTS BY STATE, TYPE, AND CONTROL, 1992-1993

State	Public			State	Public		
	Four-Year	Two-Year	Independent		Four-Year	Two-Year	Independent
California	\$57,455	\$49,907	\$55,106	Vermont	\$43,991	\$33,298	\$37,924
New Jersey	56,985	45,956	54,030	Texas	43,438	35,275	44,512
Hawaii	55,538	43,228	35,810	North Carolina	43,281	26,159	35,369
Connecticut	55,295	44,558	55,113	Oregon	42,571	36,605	41,347
New York	51,481	46,517	51,284	Maine	42,231	31,710	43,190
Iowa	51,265	32,969	36,835	New Mexico	42,103	28,863	37,263
Michigan	49,969	48,180	38,060	Kentucky	42,088	**	32,661
Pennsylvania	48,888	43,204	48,581	Utah	42,066	30,941	33,546
Ohio	48,556	37,873	41,583	Kansas	41,583	32,522	27,547
Rhode Island	48,353	38,698	51,897	South Carolina	41,822	27,842	33,813
Minnesota	48,011	42,310	39,428	Georgia	41,710	31,649	41,203
Washington	47,966	36,215	40,780	Missouri	41,352	36,686	41,523
Massachusetts	47,588	35,105	53,115	Tennessee	41,300	30,328	40,141
Virginia	47,295	35,255	39,919	Oklahoma	40,128	32,600	38,643
Maryland	47,235	42,245	47,040	New Hampshire	39,991	36,536	47,519
District of Columbia	47,153	*	54,050	Alabama	39,635	32,381	33,849
Nevada	47,124	38,991	23,847	Idaho	38,742	32,783	31,387
Wisconsin	46,836	41,859	39,656	Montana	38,608	26,992	28,756
Arizona	46,584	38,487	37,577	Arkansas	38,502	29,407	34,408
Colorado	46,440	31,158	45,404	Louisiana	38,501	30,816	45,143
Alaska	46,351	*	36,368	Mississippi	37,792	28,571	29,782
Nebraska	45,672	30,273	36,599	North Dakota	35,927	29,952	27,286
Illinois	45,091	44,175	49,120	West Virginia	35,866	28,042	31,127
Wyoming	44,892	29,849	*	South Dakota	35,287	**	31,343
Indiana	44,778	31,917	44,482	USA	\$46,506	\$38,942	\$46,013
Florida	44,143	34,315	40,868				

* No institutions in this category.

** No responding institutions.

SOURCE: National Center for Education Statistics, Faculty Salary Survey, 1992-93.

measure of personal wealth—correlates with average four-year public college salary ($r=.75$), and with the salary of private college faculty members ($r=.58$). Little relationship exists between this wealth measure and the salaries of faculty members in two-year colleges ($r=.12$). In some states, two-year faculty members do very well relative to the personal income in the state (South Dakota); in other states not so well (Colorado). Using state tax capacity as an alternative measure of state wealth produced the same relationships.

The national average difference between the salary of four-year and two-year college faculty members is \$9,419 (Table 10).¹⁴ These differences range from \$18,296 in Iowa to \$916 in Illinois. The general income level in the state

and the amount paid to faculty members in public four-year institutions thus have a minimal effect on faculty salaries at public two-year colleges.

State population size had a modest positive relationship with faculty salary in all three institutional categories and in all types of institutions: .46 with four-year public faculty salaries, .44 with two-year faculty salaries, and .42 with independent college faculty salaries. The more sizable campuses in large states, or the greater wealth of large states—two factors associated with higher faculty salaries—may explain this relationship.

State per person appropriations for higher education showed no relationship with faculty pay in four-year public colleges, and almost

TABLE 10

**RANKING OF DIFFERENCE BETWEEN PUBLIC FOUR-YEAR AND PUBLIC TWO-YEAR AVERAGE SALARIES
FOR FACULTY ON 9/10 MONTH CONTRACTS, 1992-1993**

State	Difference in Average Salary	State	Difference in Average Salary
Alaska	--	Florida	\$9,828
District of Columbia	--	Rhode Island	9,655
Kentucky	--	Kansas	9,320
South Dakota	--	Mississippi	9,221
Iowa	\$18,296	Arkansas	9,095
North Carolina	17,122	Texas	8,163
Nebraska	15,399	Nevada	8,133
Colorado	15,232	Arizona	8,097
Wyoming	15,043	West Virginia	7,824
South Carolina	13,980	Louisiana	7,685
New Mexico	13,240	California	7,548
Indiana	12,861	Oklahoma	7,528
Massachusetts	12,483	Alabama	7,254
Hawaii	12,310	North Dakota	5,975
Virginia	12,040	Oregon	5,966
Washington	11,751	Idaho	5,959
Montana	11,616	Minnesota	5,701
Utah	11,125	Pennsylvania	5,684
Delaware	11,089	Maryland	4,990
New Jersey	11,029	Wisconsin	4,977
Tennessee	10,972	New York	4,964
Connecticut	10,737	Missouri	4,666
Vermont	10,693	New Hampshire	3,455
Ohio	10,683	Michigan	1,789
Maine	10,521	Illinois	916
Georgia	10,061	USA	\$9,419

SOURCE: National Center for Education Statistics, Faculty Survey Survey, 1992-93.

none with faculty salaries in two-year public colleges ($r=.06$). Per person appropriations showed a negative relationship ($r=-.51$) with salaries for faculty members in private colleges. There are two possible explanations for these findings. States with sparse populations, such as Alaska, Wyoming, and New Mexico, must assess their citizens at a high rate to raise the money to operate a college or university. These states have very few private colleges and are not generally wealthy. Other states, such as Vermont, Massachusetts, and New Hampshire, spend relatively little public money on higher education in deference to private colleges in the state. States that make a greater effort to support higher education have very few private colleges; states that make less of an effort have many private colleges. This explains the nearly zero relationship between taxpayer effort and public college salaries and the negative relationship with private college salaries.

CONCLUSION

By the late 1980s, college and university faculty members almost regained the income lost during the 1970s. The progress then slowed, and current salaries are not quite holding their own. It is not likely that salaries will soon regain the purchasing power of the early 1970s. New faculty members have taken the brunt of the loss, while the continuing recession also contributes to the erosion of the purchasing power of senior faculty members.

Most patterns of faculty salaries are predictable. Faculty salaries, for example, increase with academic rank. Full professors make about 25 percent more than associate professors who, in turn, make about 15 percent more than assistant professors. Faculty members in the professions of law and medicine top the salary list in universities, while engineering and business faculty members top the list in institutions with an undergraduate emphasis. University faculty members receive higher salaries than colleagues in other types of institutions, and, except for two-year colleges, faculty members in private colleges and universities receive higher salaries than faculty members in public colleges. Faculty members who work in large institutions receive higher salaries than those teaching in smaller colleges. Finally, colleges with a collective bargaining agreement consistently receive higher salaries than those with-

out. Salaries of female faculty members continue to lag behind those of their male counterparts. In addition, women are relegated to the lower academic ranks and less prestigious institutions.

The significant variation in faculty salaries, and in recent salary increases, among states reflects the regional character of national economic problems. Public college faculty members in the Northeast and South Atlantic regions fared worst in recent years; colleagues in the North Central states did better. Faculty salaries vary with the average income in the state, except at public community colleges. The salary of four-year college and university faculty members is unrelated to the average salary paid to community college faculty members.

In the current debate about increasing college costs, restricted state budgets, and the crippling federal debt, we should recall that college faculty members are paid less today than they were 20 years ago. This is a serious state of affairs at a time when analysts and policy makers stress the need for a high quality postsecondary education system to assure the nation's economic future. The erosion of salaries for new faculty members is particularly disturbing. Attracting qualified faculty members in increasing numbers to replace colleagues now in their third or fourth decade of service will largely depend on the attractiveness of beginning salaries.

NOTES

¹ U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) 1992-93 Faculty Salary Survey.

² The NEA Faculty Salaries Report is available in three parts. The first, provided here, is a national overview. The second, available upon request from NEA, provides faculty salary information for individual states. The third, also available from NEA, is a series of appendices that: a) provide information on specific institutions; b) provide information on technical data considerations; and c) list nonresponding colleges.

³ This report does not include information on the cash value of employee benefits, or other compensation received by a faculty member for activities such as consulting or writing books. See Jay Chronister, "Benefits and Retirement," in this *Almanac*.

⁴ Since full-time teaching faculty members represent only one-third of the employees in colleges and universities, these reports should be considered indicators of the financial condition of the profession, not as a complete record.

⁵ American colleges and universities employ 491,000 full-time regular faculty members (NCES, 1990). Roughly 464,000 teach full-time; the rest may direct research, have responsibilities in the library, administer, or coach. NCES and AAUP limit their reports to full-time teaching faculty members, and also exclude 311,000 part-time teaching faculty members. Including all the university and college employees who teach or hold an academic appointments increases the total number of faculty members to over 800,000. Thus, less than 60 percent of all college and university faculty members are full-time, classroom instructional staff.

⁶ The correction for inflation used here is the Consumer Price Index for All Urban Consumers for the school year. The CPI factors are: 1970-1971, 3.5278; 1971-1972, 3.4008; 1972-1973, 3.2691; 1973-1974, 3.0015; 1974-1975, 2.7020; 1975-1976, 2.5234; 1976-1977, 2.3844; 1977-1978, 2.2343; 1978-1979, 2.0489; 1979-1980, 1.8026; 1980-1981, 1.6155; 1981-1982, 1.4870; 1982-1983, 1.4258; 1983-1984, 1.3749; 1984-1985, 1.3231; 1985-1986, 1.2860; 1986-1987, 1.2581; 1987-1988, 1.2081; 1988-1989, 1.1547; 1989-1990, 1.1021; 1990-1991, 1.0450; 1991-1992, 1.0000.

⁷ The Appendix to this article contains salary statistics for the 1982-1983 through the 1992-1993 academic years.

⁸ D.S. Hamermesh, "Treading Water."

⁹ This calculation is based only on colleges and universities that reported for both years.

¹⁰ CUPA reports a 26 percent difference.

¹¹ Only AAUP and NCES report instructors, lecturers, and faculty with no rank, where there is a noticeable difference. NCES reports instructors and faculty with no rank as having higher incomes than AAUP even though the NCES report is for the earlier year. This may be due to a higher response rate to NCES surveys, or to the NCES practice of imputing salaries for non-reporting institutions; AAUP does not impute salaries.

¹² College and University Personnel Association, *National Faculty Salary Survey by Discipline and Rank in Public Colleges and Universities, 1992-1993* (Washington, D.C.: CUPA, 1993).

Neither the NCES nor AAUP faculty salary data includes information by academic department.

¹³ National Center for Education Statistics, *Salaries of Full-Time Instructional Faculty on 9- and 10-Month Contracts in Institutions of Higher Education, 1981-82 through 1991-92* (Washington, D.C., NCES, 1993).

¹⁴ *Ibid.*

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APPENDIX

TABLE 11

**AVERAGE SALARIES OF FULL-TIME INSTRUCTIONAL FACULTY ON 9- AND 10- MONTH CONTRACTS
BY 50 STATES AND THE DISTRICT OF COLUMBIA,
1982-1983 THROUGH 1992-1993**

CONSTANT 1992-1993 DOLLARS

Rank		Academic Year							
		1982- 1983	1984- 1985	1985- 1986	1987- 1988	1989- 1990	1990- 1991 ^b	1991- 1992	1992- 1993
Professor	Average Salary	\$51,755	\$53,555	\$55,361	\$57,875	\$59,277	\$59,110	\$59,227	\$58,789
	Ann. % change	--	^a	3.4	^a	2.4	-0.3	0.2	-0.7
Associate	Average Salary	39,158	40,352	41,634	43,346	44,216	44,076	44,270	43,945
	Ann. % change	--	^a	3.2	^a	2.0	-0.3	-0.4	-0.7
Assistant	Average Salary	32,060	33,241	34,417	35,815	36,692	36,648	36,862	36,625
	Ann. % change	--	^a	3.5	^a	2.4	-0.1	0.6	-0.6
Instructor	Average Salary	25,643	26,367	27,398	27,963	28,095	28,024	31,881	28,501
	Ann. % change	--	^a	3.9	^a	5	-3	13.8	-10.6
Lecturer	Average Salary	29,391	30,096	31,133	31,960	32,541	32,032	31,407	30,529
	Ann. % change	--	^a	3.4	^a	1.8	-1.6	-2.0	-2.8
No rank	Average Salary	37,193	37,122	38,099	38,795	38,791	38,692	38,964	37,771
	Ann. % change	--	^a	2.6	^a	-0.0	-0.3	0.7	-3.1

CURRENT DOLLARS

Rank		Academic Year							
		1982- 1983	1984- 1985	1985- 1986	1987- 1988	1989- 1990	1990- 1991 ^b	1991- 1992	1992- 1993
Professor	Average Salary	\$35,641	\$39,743	\$42,268	\$47,040	\$52,810	\$55,540	\$57,433	\$58,789
	Ann. % change	--	^a	6.4	^a	12.3	5.2	3.4	2.4
Associate	Average Salary	26,966	29,945	31,787	35,231	39,932	41,414	42,929	43,945
	Ann. % change	--	^a	6.2	^a	13.3	3.7	3.7	2.4
Assistant	Average Salary	22,078	24,668	26,277	29,110	32,689	34,434	35,745	36,625
	Ann. % change	--	^a	6.5	^a	12.3	5.3	3.8	2.5
Instructor	Average Salary	17,659	19,567	20,918	22,728	25,030	26,332	30,916	28,501
	Ann. % change	--	^a	6.9	^a	10.1	5.2	17.4	-7.8
Lecturer	Average Salary	20,240	22,334	23,770	25,977	28,990	30,097	30,456	30,529
	Ann. % change	--	^a	6.4	^a	11.6	3.8	1.2	0.2
No rank	Average Salary	25,613	27,548	29,088	31,532	34,559	36,395	37,783	37,771
	Ann. % change	--	^a	5.6	^a	9.6	5.3	3.8	-0.0

^a The data for the 1983-1984 academic year were not edited; thus they could not be analyzed. Data were not collected in the 1986-1987 or 1988-1989 academic years.

^b Data revised from previously published data.

SOURCE: National Center for Education Statistics, IPEDS "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty," 1987-1988, 1989-1990, 1990-1991, 1991-1992, and 1992-1993 surveys, and the HEGIS "Salaries, Tenure, and Fringe Benefits," 1982-1983, 1984-1985, and 1985-1986 surveys.

TABLE 12

AVERAGE SALARIES IN CURRENT DOLLARS OF FULL-TIME INSTRUCTIONAL FACULTY ON 9- AND 10- MONTH CONTRACTS, BY CONTROL OF INSTITUTIONS, ACADEMIC RANK, AND TYPE: 50 STATES AND THE DISTRICT OF COLUMBIA, 1982-1983 THROUGH 1992-1993

Rank		Academic Year					
		1982-1983			1992-1993		
		Public	Private	% Diff.	Public	Private	%Diff.
All ranks	4-year	\$28,317	\$26,896	5.3	\$46,518	\$46,427	0.2
	2-year	25,613	16,623	54.1	38,935	26,105	49.1
Professor	4-year	35,298	36,072	-0.4	59,069	61,735	-4.3
	2-year	31,175	21,106	47.7	48,286	33,757	43.0
Associate	4-year	27,513	26,045	5.6	44,502	43,994	1.2
	2-year	26,390	20,146	31.0	41,094	28,960	41.9
Assistant	4-year	22,568	21,155	6.8	37,229	36,305	2.5
	2-year	22,318	17,392	28.3	34,713	26,921	28.9
Instructor	4-year	17,772	16,985	4.5	27,216	27,763	-2.0
	2-year	18,523	13,397	32.5	31,039	23,505	32.1
Lecturer	4-year	20,144	20,656	-2.5	30,812	32,924	-6.4
	2-year	20,255	^a	^a	20,116	24,006	^a
No rank	4-year	21,348	19,297	10.6	34,268	33,767	1.5
	2-year	26,204	15,941	64.4	38,405	23,848	61.0

^a The numbers of faculty members reported in this category were too small to yield reliable results.

SOURCE: National Center for Education Statistics, IPEDS, "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty, 1992-93," and HEGIS "Salaries, Tenure and Fringe Benefits of Full-Time Instructional Faculty Survey, 1982-1983."

TABLE 13

**AVERAGE SALARIES IN CONSTANT 1992-1993 DOLLARS OF FULL-TIME INSTRUCTIONAL FACULTY
ON 9- AND 10- MONTH CONTRACTS IN INSTITUTIONS OF HIGHER EDUCATION
BY ACADEMIC RANK AND SEX:
50 STATES AND THE DISTRICT OF COLUMBIA,
1982-1983 THROUGH 1992-1993**

Rank		Academic Year							
		1982- 1983	1984- 1985 ^a	1985- 1986	1987- 1988 ^a	1989- 1990	1990- 1991 ^b	1991- 1992	1992- 1993
All ranks	Total	39,619	41,028	42,426	44,166	45,048	44,876	45,221	44,714
	Men	41,718	43,366	44,917	46,890	48,000	47,962	48,311	47,865
	Women	33,889	34,956	36,118	37,525	38,369	38,187	38,706	38,386
Professor	Total	51,755	53,555	55,361	57,875	59,277	59,110	59,227	58,789
	Men	52,272	54,264	56,101	58,730	60,220	60,184	60,321	59,974
	Women	47,368	48,274	50,101	52,131	53,500	52,925	50,323	52,757
Associate	Total	39,158	40,352	41,634	43,346	44,216	44,076	44,270	43,945
	Men	39,611	40,954	42,270	44,074	45,045	44,954	45,183	44,855
	Women	37,539	38,428	39,686	41,251	42,057	41,857	42,039	41,863
Assistant	Total	32,060	33,241	34,417	35,815	36,692	36,648	36,862	36,625
	Men	32,822	34,133	35,487	37,016	37,918	37,926	38,123	37,841
	Women	30,722	31,768	32,700	33,958	34,897	34,828	35,127	35,033
Instructor	Total	25,643	26,367	27,398	27,963	28,095	28,024	31,881	28,501
	Men	26,481	27,333	28,413	29,091	29,108	29,149	34,401	29,584
	Women	24,904	25,525	26,506	27,020	27,298	27,175	29,775	27,702
Lecturer	Total	29,391	30,096	31,133	31,169	32,540	32,032	31,407	30,529
	Men	31,019	31,744	33,056	34,022	34,978	34,655	33,869	32,486
	Women	27,605	28,304	29,172	29,983	30,301	29,918	29,441	28,920
No rank	Total	37,193	37,122	38,099	38,795	38,790	38,735	38,964	37,771
	Men	38,600	38,443	39,643	40,290	40,386	35,361	40,653	39,365
	Women	34,743	34,940	35,588	36,424	36,512	36,376	36,735	35,792

^a The data for the 1983-1984 academic year were not edited, thus they could not be analyzed. Data were not collected in the 1986-1987 or 1988-1989 academic years.

^b Data revised from previously published data.

SOURCE: National Center for Education Statistics, IPEDS "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty," 1987-1988, 1989-1990, 1990-1991, 1991-1992, and 1992-1993 surveys, and the HEGIS "Salaries, Tenure, and Fringe Benefits," 1982-1983, 1984-1985, and 1985-1986 surveys.

TABLE 14

**AVERAGE SALARIES OF FULL-TIME INSTRUCTIONAL FACULTY ON 9- AND 10- MONTH CONTRACTS
BY TYPE AND CONTROL OF INSTITUTIONS, ACADEMIC RANK, AND SEX:
50 STATES AND THE DISTRICT OF COLUMBIA, 1982-1983 THROUGH 1992-1993**

PUBLIC FOUR-YEAR								
Rank	Academic Year							
	1982- 1983	1984- 1985	1985- 1986	1987- 1988	1989- 1990	1990- 1991 ^a	1991- 1992	1992- 1993
All institutions	\$28,317	\$31,764	\$34,033	\$37,840	\$42,365	\$44,510	\$45,638	\$46,518
Professor	35,928	40,176	43,044	47,917	53,870	56,668	57,947	59,069
Associate	27,513	30,595	32,642	36,272	40,663	42,742	43,778	44,502
Assistant	22,588	25,287	27,100	30,037	33,755	35,520	36,516	37,229
Instructor	17,772	19,674	20,895	22,637	24,820	26,134	26,724	27,216
Lecturer	20,144	22,511	23,862	26,057	28,658	29,956	30,221	30,812
No rank	21,348	23,392	25,142	27,195	30,975	32,349	33,946	34,288
Sex								
Men	29,678	33,344	35,786	39,898	44,834	47,168	48,401	49,395
Women	23,885	26,813	28,680	32,820	35,704	37,573	38,634	39,476
PUBLIC TWO-YEAR								
Rank	Academic Year							
	1982- 1983	1984- 1985	1985- 1986	1987- 1988	1989- 1990	1990- 1991 ^a	1991- 1992	1992- 1993
All institutions	25,613	27,864	29,590	32,209	35,516	37,055	38,959	38,935
Professor	31,175	33,805	36,418	39,443	44,394	45,411	46,681	48,286
Associate	26,390	28,937	30,733	33,902	36,978	38,051	39,416	41,094
Assistant	22,318	24,473	26,162	28,523	31,634	32,673	33,869	34,713
Instructor	18,523	20,674	22,818	24,661	26,621	28,889	37,951	31,039
Lecturer	20,255	22,311	23,500	25,627	29,083	28,780	29,666	20,116
No rank	26,204	28,242	29,712	32,148	35,262	37,096	38,400	38,405
Sex								
Men	26,566	28,891	30,758	33,477	37,082	38,787	40,811	40,725
Women	23,952	26,172	27,693	30,226	33,307	32,721	36,517	36,710
INDEPENDENT FOUR-YEAR								
Rank	Academic Year							
	1982- 1983	1984- 1985	1985- 1986	1987- 1988	1989- 1990	1990- 1991 ^a	1991- 1992	1992- 1993
All institutions	26,896	30,247	31,732	35,355	39,817	42,224	44,793	45,427
Professor	36,072	40,409	42,260	47,126	52,858	56,127	59,508	61,735
Associate	26,045	29,049	30,486	33,739	37,921	40,122	42,515	43,994
Assistant	21,155	23,757	24,987	27,845	32,365	33,235	35,100	36,305
Instructor	16,985	18,726	19,483	21,645	24,361	25,159	26,786	27,763
Lecturer	20,656	22,018	23,574	25,793	30,041	31,053	31,424	32,924
No rank	19,297	21,083	23,394	26,190	28,756	31,122	33,072	33,767
Sex								
Men	28,521	32,278	33,900	37,817	42,595	45,319	48,042	49,837
Women	21,924	24,560	25,889	28,945	33,010	34,898	37,309	38,386

Table 14 continued--

TABLE 14 (continued)

Rank	INDEPENDENT TWO-YEAR							
	Academic Year							
	1982-1983	1984-1985	1985-1986	1987-1988	1989-1990	1990-1991 ^a	1991-1992	1992-1993
All institutions	16,623	18,510	19,436	21,867	24,601	24,088	25,675	26,105
Professor	21,106	23,580	24,519	26,796	30,469	29,520	32,287	33,757
Associate	20,146	^b	22,291	24,283	26,366	26,353	28,191	28,960
Assistant	17,392	18,440	19,297	21,481	24,788	24,587	25,477	26,921
Instructor	13,967	15,685	16,419	18,613	22,334	20,911	22,423	23,505
Lecturer	^b	^b	^b	^b	^b	^b	15,682	24,006
No rank	15,941	18,186	18,783	21,169	23,447	23,187	24,644	23,848
Sex								
Men	17,440	19,460	20,412	22,641	25,219	25,937	26,825	27,402
Women	15,797	17,575	18,504	21,215	24,002	22,585	24,683	25,068

^a Data revised from previously published data.^b The number of faculty reported in this category was too small to compute an average salary.

NOTE: The data for the 1983-1984 academic year were not edited, thus they could not be analyzed. Data were not collected in the 1986-1987 or 1988-1989 academic years.

SOURCE: National Center for Education Statistics, IPEDS "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty," 1987-1988, 1989-1990, 1990-1991, 1991-1992, and 1992-1993 surveys, and the HEGIS "Salaries, Tenure, and Fringe Benefits," 1982-1983, 1984-1985, and 1985-1986 surveys.

TABLE 15

TOTAL AVERAGE SALARIES AND TOTAL NUMBER OF FULL-TIME INSTRUCTIONAL FACULTY, ON 9- AND 10- MONTH CONTRACTS IN INSTITUTIONS OF HIGHER EDUCATION, BY ACADEMIC RANK, AND TYPE AND CONTROL OF INSTITUTION, 1992-1993

	Avg Sal.	All institutions			Public			Independent		
		Total	4-year	2-year	Total	4-year	2-year	Total	4-year	2-year
All ranks	\$44,714	383,069	297,291	35,778	272,177	188,813	83,364	110,892	108,478	2,414
Professor	58,789	117,283	105,563	11,720	80,520	69,059	11,461	36,763	36,504	259
Associate	43,945	92,105	82,601	9,504	61,808	52,610	9,198	30,297	29,991	306
Assistant	36,625	91,406	82,607	8,799	59,025	50,686	8,330	32,381	31,921	460
Instructor	28,501	22,812	15,395	7,417	16,904	9,769	7,135	5,908	5,626	282
Lecturer	30,529	8,002	7,426	576	6,163	5,590	573	1,839	1,836	3
No rank	37,771	51,461	3,600	47,762	47,757	1,099	46,658	3,704	2,600	1,104

SOURCE: National Center for Education Statistics, IPEDS "Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty, 1992-93" Washington, D.C.: NCES, 1993).

WORKLOAD AND PRODUCTIVITY IN AN ACCOUNTABILITY ERA

by Henry L. Allen

Henry Allen is an assistant professor in the higher education program at the Margaret S. Warner Graduate School of Education and Human Development, University of Rochester.

Allen's current research interests include mathematical sociology, the sociology of higher education, academic labor markets, and the academic professions.

Postsecondary education is expensive, and colleges and universities routinely struggle to find resources and curtail expenses. But we now live in unstable era of rising tuition costs, diminished financial aid, a poor job market for many college graduates, high white-collar unemployment, government deficits, and worries over the nation's economic future. Administrators, students, parents, funding agencies, policymakers, legislators, and media therefore scrutinize academic budgets as never before.¹ Skeptics, noting that faculty salaries and associated costs are the largest item in tight academic budgets, often call for increased workloads and productivity.

What do faculty members do? Do they do enough? Do they do it well? Do faculty members give the public its money's worth or receive more pay for less work? Are concerns about accountability warranted or overstated?² This chapter examines the changing political, economic, and social climate in which professors work, the changing demands of an academic career, and the evidence about faculty workload and productivity. We will also consider the relationship between changing working conditions, demographics, and productivity.

ACADEMIC WORK: THE CHANGING CLIMATE

Public confidence in higher education, notes a recent Gallup survey, has fallen by nearly 60 percent since the 1960s.³ Critics of higher education capitalized upon the few faculty members who miseducated their students or behaved illegally while conducting research under contract. But the underlying contributors included ideology and politics, heightened "consumerism," and inadequate funding. A conservative public policy rejected the liberal strategy of social investment in human capital through higher education.

During the Reagan years, the federal emphasis shifted from supporting the postsecondary educational aspirations of all qualified citizens to supporting the most needy students. The resultant cutbacks in student aid thus occurred just when increased global economic competition dictated more aid, and when colleges and universities encountered changed demographics—fluctuations in the traditional student cohorts, periodic enrollment declines, the emergence of new constituencies,

and an oversupply of graduates.⁴ These cutbacks, accelerated by the recession, hindered a generation of creative responses to changes in the student body.⁵ The fiscal crisis was more severe in public colleges and universities that enroll almost four-fifths of all students.⁶ Institutional budgets suffered from inflation, as well as reduced legislative appropriations, during the last five years.⁷ A 1991-1992 study, for example, found that 61 percent of surveyed colleges and universities experienced mid-year budget cuts.⁸

This economic crisis translated into an affordability crisis for potential college-goers. Enrollments among traditional and graduate students increased modestly in 1991-1992 to about 14.2 million students, though over 20 percent of four-year schools saw declining enrollments.⁹ But this growth included larger numbers of minority, part-time, and older students. Students transfer between colleges and universities more frequently, take longer to complete their degrees, and need more financial aid—60 percent of sampled colleges and universities reported an increase in the number of students needing full financial support.¹⁰

The costs incurred by colleges and universities for operations, equipment, and facilities exceed the tuition that many students can afford to pay.¹¹ During the 1980s, the median tuition at public and private colleges and universities increased at annual rates of about 5 and 6 percent, respectively, over the Consumer Price Index (CPI). The cost per student in public universities now increases approximately 3 percent annually above the CPI, but state appropriations increase at a 0.5 percent annual rate.¹² Revenues from higher student demand thus do not offset increasing expenses, and few institutions are able to avoid financial retrenchment.

Concerns about faculty workload and productivity progressed in tandem with the confidence, fiscal, and affordability crises.¹³ Faculty salaries, always a critical aggregate in the institutional budget, became a prime target for cost management.¹⁴ The actual relationship between faculty costs and escalating expenses is difficult to determine, but many skeptics assume that faculty compensation is responsible for escalating budgets. Faculty salaries and purchasing power actually experienced a relative decline beginning in the 1970s, and are yet to recover fully. But answering the skeptics

also requires data that compare all expenses—especially administrative costs—across institutional budgets.¹⁵

More than salaries are at stake. Many administrators, facing severe budget deficits, also curtail or eliminate unprofitable programs—often esoteric or unpopular areas of study—and faculty positions. When colleges appoint new faculty members—a less-than-routine occurrence nowadays—they rarely permit net increases in faculty ranks.¹⁶ The hiring trend is toward entry-level candidates, often without doctorates, with employment backgrounds outside of higher education, or from other nations. Some schools hire only in select fields. Colleges contemplate increased teaching and advising loads, contact hours, and administrative duties. Meanwhile, many institutions employ part-time faculty members to reduce costs, or cut the number of full-time colleagues.

The fiscal crisis also accelerated a movement to assess all outcomes of higher education, including the work of faculty members.¹⁷ Contemplated changes in workload and productivity produced an industry of consultants who measured teaching or course loads, appraised teaching effectiveness, “developed” faculty members, and evaluated tenure. Public debates over curricula, standards, and qualifications sustains this assessment movement.¹⁸

Colleges and universities are heeding the call for enhancing the quality of undergraduate education, issued by accrediting agencies, philanthropic organizations, policymakers, and students facing higher tuition bills.¹⁹ But these institutions give equal or greater weight to implementing sophisticated marketing techniques that increase the yield of paying “customers.” These “consumerist” strategies emphasize extracurricular activities and other amenities, not academic rigor.²⁰ Faculty members are encouraged or pressured to eschew professional norms for utilitarianism—treating their students as *consumers* to be won over by wit and charm, as much as by pedagogy and expertise. Governing boards and academic administrators also flirt with accounting methods that allocate expenses among specific operations and, by targeting administrative interventions, curtail costs. Colleges also hastily borrow new managerial strategies, including total quality management, from the business world.

Faculty members must recognize that con-

current enrollment increases and financial exigencies force academic administrators to succumb to utilitarianism.²¹ These conditions will affect inevitably the distribution of faculty among institutions, workload and productivity, faculty hiring, and the growth of academic programs.²² Some observers ask whether the public and potential students are willing and able to pay for the inevitable expenses of advanced research, quality teaching, and dedicated service, and whether college and university faculties will continue to attract outstanding recruits.²³ In the short run, building customer loyalty, improving product or service, and adopting participatory management strategies may result in the erosion of faculty prerogatives.

ASSESSING FACULTY WORKLOAD AND PRODUCTIVITY

Analysts traditionally measure faculty workload and productivity along two dimensions: the length of the workweek for faculty members through the academic or calendar year, and the proportion of time devoted to teaching, research, and service, including advising and administration.²⁴ At research universities, the key indicators are the quantity, location, and significance of publications—sometimes judged by citation rates or indices.²⁵ At teaching institutions, the key measures are the number and type of courses taught, and the effectiveness of instruction, relative to class enrollments.²⁶ Studies of workload and productivity fail to support charges that, left alone, faculty members misuse their time or misdirect their efforts from required duties. But faculty members give different priorities to teaching, research, and service according to the institutional mission.

Early studies found that faculty members—even those on nine-month contracts—worked more than 40 hours per week throughout the calendar year. A National Science Foundation survey found that full-time faculty members in science, engineering, and social science at four-year institutions averaged a 45.8 hour workweek in 1978-1979—48 hours at universities, 47 hours at public colleges and universities, and 43 hours performed at private institutions. Longer workweeks were associated with institutional type, academic rank, and possessing the doctorate. Faculty members, a 1984 synthesis concluded, worked an estimated 55 hours

per week—45 hours per week disregarding consulting and other personal activities.²⁷

Historically, most studies found that faculty members in four-year colleges and universities—75 per cent or more in a 1960s survey—favored teaching over research. But faculty members at different types of institutions showed marked differences in time allocation. Fewer than 20 percent of the research university respondents—but about 80 percent of community college faculty members—taught more than nine hours per week in the 1960s survey. Only a minority of faculty members devoted more than nine hours per week to research. American higher education, the researchers concluded, was primarily a *teaching* system.²⁸

Another database showed that teaching loads for all faculty members, measured by statistically-adjusted student-faculty ratios, increased from 18.0 to 1 to 19.8 to 1 between 1959-1960 and 1982-1983, the most recent year from which data existed.²⁹ Recent studies reaffirm that workload duties are a function of institutional type and mission, as well as personal preference.³⁰ Most faculty members, concluded a synthesis of 40 years of studies, are by far more interested in teaching than research, and spend far more time preparing for and engaged in teaching than research.³¹

Across all institutional categories, one study showed, 66 percent of surveyed faculty members taught nine or more hours, and 58 percent devoted at least nine hours to research. Not surprisingly, 60 percent of research university faculty members allocated at least nine hours per week to their scholarship. But one-third of these professors taught nine or more hours per week, and half the respondents devoted at least nine hours to class preparation.³² Many faculty members at other types of colleges and universities exceeded the nine-hour teaching mark: 56 percent at doctoral universities; 78 percent at comprehensive colleges, and 82 percent at liberal arts colleges. Like numbers of faculty members also exceeded the nine-hour per week research mark: 60 percent at doctoral universities, 61 percent at comprehensive colleges and 74 percent at liberal arts colleges.

Another study found that 42 percent of university faculty respondents and 67 percent of faculty members at four-year colleges, taught for nine or more hours. Almost 54 percent of university faculty members also devoted at least nine hours to class preparation.³³

University faculty members, a 1978-1979 NSF database reported, gave 14.9 hours to teaching-related activities and 15.6 hours to research each week. But counterparts in other four-year schools averaged seven more hours of teaching-related activities per week, and nearly ten fewer hours in research.³⁴

A 1984 synthesis of workload assessment studies attributed most differences in productivity to the same mix: institutional location or mission, and individual predilections toward teaching or research.³⁵ Faculty members devoted from 40 percent to 70 percent of their 55-hour workweek to teaching, 3 percent to 20 percent to administration, and, most studies assumed, the remaining time to scholarship. Colleagues at research universities spent less time on instructional tasks and more time—about half their workweek—on research. Only at research universities, the synthesis concluded, did publication rates reflect a substantial investment of time.

Should, as some critics suggest, faculty members redirect their research efforts to enhance teaching effectiveness?³⁶ Research indicates that the increased faculty productivity can not be legislated by substituting teaching for research responsibilities.³⁷ Research productivity and teaching effectiveness, most studies suggest, vary independently, and time devoted to these activities cannot be entirely reallocated.³⁸ Powerful self-selection mechanisms probably explain the interconnections between faculty members and their institutions: faculty members who are inclined toward research are attracted to—and are recruited by—research universities; the same goes for faculty members inclined towards teaching.³⁹ Some studies found a relationship between research productivity and teaching effectiveness. But these studies concluded that the pursuit of research *enhances* teaching effectiveness.⁴⁰ One analyst urged caution in comparing faculty workloads across institutions, suggesting that “neither institutions nor faculty members should assume that changes in assigned teaching load will lead to changes in research or teaching productivity.”⁴¹

Pressures for teaching and some research are ubiquitous—most faculty members sustained substantial teaching loads before the current era of consumerism. Faculty members have always been productive, while conforming to institutional prerequisites, and are not lazy professionals out to evade their work

responsibilities. The academic profession, one synthesis concluded, attracts highly intelligent, intrinsically motivated, mature individuals. Once on the job, faculty members are achievement-oriented, value their work, cherish autonomy, and show no aversion to teaching.⁴² Faculty workload and productivity largely reflect the differential reward systems, workloads, and recruitment strategies employed by different types of institutions.⁴³ Abuses have been far and few between. Perhaps their infrequency makes them so sensational!

NSOPF: Time Allocation

To update these older studies, the National Center for Education Statistics inaugurated a National Survey of Postsecondary Faculty (NSOPF) in 1987 and 1988.⁴⁴ The 1988 NSOPF survey, to be repeated quadrennially, addresses faculty workload and productivity. Full-time faculty members, the survey concludes, still are predominantly involved with teaching; the teaching-research issue is less salient for part-timers.⁴⁵

Faculty members averaged a 53-hour workweek in 1987—a substantial increase from the 46-hour average reported for all faculty members in the early 1980s, and much more than the standard 40-hour workweek (Table 1). Faculty members at research and doctoral universities had the longest average workweek—almost 57 and 55 hours respectively—and spent more time working on-site. Nontenured and tenured professors averaged 55 and 53 hours workweeks, respectively.⁴⁶

Table 1 also reports faculty time allocations in 1987. Regular full-time faculty members, NSOPF found, spent 56 percent of their time on teaching activities, 16 percent in research, and 13 percent in administration.⁴⁷ University faculty members spent less time on teaching than their counterparts elsewhere—39 to 47 percent, respectively. Faculty members in colleges and universities that emphasize undergraduate teaching spent fewer hours in research. The table, in fact, shows an inverse relationship between the percentage of time allocated to teaching and the percentage of time devoted to research—a point to which we will return. But, *within each institutional category*, faculty members devoted a majority of their time to teaching duties. Most faculty members, the data suggests, have not abandoned their teaching responsibilities to pursue research.⁴⁸

NSOPF: Classroom Contact Hours

Faculty members across all institutions average almost ten hours per week in the classroom, ranging from about six hours at research universities to over ten hours at comprehensive institutions and more than 15 hours at community colleges. Teaching loads at public, four-year institutions in 1991-1992, states another report, varied from five to eight courses per year; the normal teaching load for community colleges was ten courses per year. Over 50 percent of faculty members at private colleges and universities taught at least eight courses per year.⁴⁹

Community college professors, as expected, report 427 contact hours—the highest of any category. Contact hours are the number of hours per week spent teaching classes by the number of students in those classes. Faculty members at private doctoral universities have only 201 contact hours—the lowest of any category. Faculty members in the fine arts, humanities, and education tend to devote more hours to classroom activities, but colleagues in the natural sciences have the highest level of

student contact hours by program area (Table 2).

NSOPF: Faculty Productivity

NSOPF also measured faculty productivity by quantity—though not quality—of publications. Table 3 provides 1987 data on the mean number of publications produced over two years for full-time faculty by institutional category. Faculty members at research universities, followed by doctoral university faculty, are the most frequent publishers of articles and books. But all faculty members are involved in productive activity, including presentations and reports. These patterns hold throughout a faculty member's career. NSOPF data are consistent with previous studies: faculty workload and productivity varied mainly by institutional type.

Recent studies of faculty workload and productivity thus reiterate that teaching absorbed a significant proportion of faculty time in almost every institutional sector, except research universities. But NSOPF identified one significant change: nearly all faculty members now engage in research. Teaching and research—

TABLE 1

**MEAN HOURS WORKED AND PERCENTAGE OF TIME SPENT ON ACTIVITIES BY FULL-TIME, REGULAR FACULTY,
BY TYPE AND CONTROL OF INSTITUTION, FALL, 1987**

Control and type of institution	Mean hours spent per week				Percent of time spent per week:					
	Total worked	At inst.	Other paid	Unpaid service	Teach.	Res.	Admin.	Comm. service	Other work	Prof. devel
All institutions	53	46	4	3	56	16	13	4	7	5
Public										
Research	57	52	3	2	43	29	14	3	7	4
Doctoral	55	49	3	2	47	22	14	3	9	5
Comprehensive	52	46	3	3	62	11	13	4	5	4
Two-year	47	40	4	3	71	3	10	5	5	5
Independent										
Research	56	50	4	2	40	30	14	2	11	4
Doctoral	53	46	5	2	39	27	13	2	14	4
Comprehensive	51	44	4	3	62	9	14	5	6	4
Liberal Arts	52	47	3	2	65	8	14	5	4	4
Other	50	43	5	2	59	9	15	5	7	6

NOTE: Percentages may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, NSOPF-88.

TABLE 2

MEAN NUMBER OF CLASSROOM HOURS AND STUDENT CONTACT HOURS, FULL-TIME REGULAR FACULTY, BY TYPE AND CONTROL OF INSTITUTION, AND BY PROGRAM AREA IN FOUR-YEAR INSTITUTIONS, FALL, 1987

Control and type of institution	Classroom hours	Student contact hours*
All institutions	9.8	302
Public		
Research	6.6	259
Doctoral	8.0	285
Comprehensive	10.5	319
Two-year	15.2	427
Independent		
Research	5.9	229
Doctoral	6.9	201
Comprehensive	10.9	276
Liberal Arts	10.6	237
Other	9.5	329
Program area		
All program areas	8.5	270
Agriculture/home eco.	7.4	211
Business	8.6	310
Education	9.0	231
Engineering	8.3	259
Fine arts	11.4	267
Health sciences	7.3	251
Humanities	9.3	242
Natural sciences	8.0	325
Social sciences	8.1	305
Other fields	9.2	252

* Number of hours per week spent teaching classes by the number of students in those classes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, NSOPF-88.

heretofore complementary—display an inverse relationship. More research now comes at the expense of teaching time—particularly for faculty members at teaching institutions.

A generation ago, faculty members resolved conflicts between teaching and research by expanding their workweeks. But the eight-hour growth to a 53-hour workweek makes future increases unrealistic, and faculty members invest hours at the margin to rewarded and recognized activities. The exponential increase in knowledge means that keeping current in a field takes more time. Oversupply in some fields, combined with periodic economic down-

turns, forces faculty members who seek the few available jobs to publish more. Even faculty members in teaching colleges find publishing essential for consulting, local visibility, and opportunities for outside income—especially in areas of oversupply.

Finally, the reward structure and peer expectations—save at community colleges—dictate research. The change was most discernible among faculty members in public comprehensive universities, who now more closely resemble their colleagues in doctoral and research universities. Recent studies show, for example, an inverse relationship between time devoted to teaching and faculty salaries.⁵⁰ Most professors understand and conform to this reward structure. University faculty members are both encouraged and often predisposed to accentuate research over teaching and allocate their time accordingly. But even at research universities, many faculty members devote almost half their workweek to teaching-related duties.

The empirical evidence—obtained across several decades—portrays a busy cadre of professionals who devote much time to teaching. The data do not support the accusations of indolence and dereliction of duty, but may imply a correction at the margin back towards teaching, especially if the educational preparation of the current generation of students has declined.

The Politics of Productivity

Research confirms a high faculty workload and substantial productivity, but who should decide the characteristics of academic work? Do public officials invoke workload and productivity issues to impel faculty to teach more and larger classes of relatively unprepared students without improving reward structures? Several reports, issued jointly by the State Higher Education Executive Officers (SHEEO), and the Education Commission of the States (ECS), attempt to dislodge faculty members, especially in the public sector, from emphasizing research.⁵¹ SHEEO influences state legislators and higher education boards on the relationships between faculty workloads and productivity, budget initiatives, and funding allocations.⁵²

One report suggests the fiscal motives underlying the interest in productivity: "There is a very simple observation that comes from examining budgets of public higher education

TABLE 3

MEAN NUMBER OF PUBLICATIONS BY FULL-TIME REGULAR FACULTY DURING THE LAST TWO YEARS, AND DURING CAREER, BY TYPE OF PUBLICATION AND BY TYPE AND CONTROL OF INSTITUTION, FALL, 1987

Control and type of institution		Refereed articles	Books, chapters	Book reviews	Other reports	Presentations
All institutions	two-year	2.0	0.6	0.6	1.5	4.3
	career	12.4	2.6	3.4	7.9	28.4
Public						
Research	two-year	4.0	1.2	0.7	2.4	5.8
	career	24.9	4.8	4.8	13.0	38.1
Doctoral	two-year	2.7	0.8	0.9	1.7	5.1
	career	17.1	2.9	4.0	9.0	34.2
Comprehensive	two-year	1.0	0.4	0.5	1.6	4.5
	career	6.2	1.6	3.1	7.2	31.1
Two-year	two-year	0.2	0.2	0.3	0.7	2.4
	career	1.0	0.8	1.4	3.4	13.8
Independent						
Research	two-year	4.1	1.4	0.8	1.5	4.0
	career	26.8	5.4	5.7	9.8	30.2
Doctoral	two-year	3.6	0.9	0.8	1.1	5.1
	career	28.8	3.6	4.8	8.4	28.7
Comprehensive	two-year	1.0	0.4	0.5	1.6	3.9
	career	5.5	1.2	2.6	8.8	28.7
Liberal Arts	two-year	0.6	0.3	0.4	0.9	3.2
	career	3.1	1.4	2.5	4.7	20.1
Other	two-year	0.9	0.6	0.7	1.5	5.5
	career	5.1	2.5	4.4	6.7	41.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, NSOPF-88.

institutions," a SHEEO report begins, "the largest component of the budget is in personnel expenditures, and faculty comprise the largest portion of total personnel expenditures."⁵³ The report later adds: "The fundamental issue behind the current concern with faculty teaching loads and faculty workloads is accountability."⁵⁴

A SHEEO-supported study of academic productivity ties the escalating costs of higher education, including salary increases, to faculty needs and prerogatives, which are deemed more parochial than SHEEO's conception of institutional welfare.⁵⁵ The study recommends cost-saving initiatives, but does not suggest collaboration with faculty professional associations.⁵⁶

The SHEEO reports chronicle a modest trend away from teaching and toward research among public doctoral and comprehensive universities within state systems of higher education studied, especially Virginia and Arizona.⁵⁷ To forestall legislative mandates, the reports suggest preemptive self-regulation of faculty work, especially the proclivity toward research, and increased scrutiny of faculty workload and productivity, using standardized measures and norms. But the empirical findings—faculty at public comprehensive institutions have heavier teaching loads than colleagues at research or doctoral universities—do not deviate substantially from earlier studies. Institutional type, again, dictates faculty workload and productivity.⁵⁸

SHEEO, citing studies indicating that faculty members desire to spend more time in teaching, advocates reshaping the faculty role toward more teaching and institutional responsibilities.⁵⁹ But another SHEEO report reveals the political component of SHEEO's concern. "While there may be no mass of empirical evidence regarding declining teaching loads," the report states, "policy makers' perceptions are not completely unwarranted, and a failure of governing and coordinating boards to act may well result in legislative intervention." SHEEO thus dismisses the evidence on faculty workload and productivity, but fails to offer another basis for policy decisions, save perhaps politics.

The evidence does not substantiate the polemics about faculty workload and productivity. The workweek for faculty members has increased from 45 to 53 hours. The distribution of faculty time is still correlated with institutional mission: research university faculty members spend more time in research, less time on teaching; faculty members at teaching institutions devote more time to teaching and less time to research. Studies conclude that research productivity and teaching effectiveness vary independently—devoting less time to research and more time to teaching does not necessarily improve teaching effectiveness—or that research productivity *enhances* teaching effectiveness.⁶⁰ Suspicions about an indolent faculty are unwarranted. Legislative failure and administrative shortsightedness may pose more significant problems for higher education than faculty laxity.

Faculty members must soberly assess public policy in fashioning a response to the cost pressures in higher education. In any case, professional norms, which include advancing the larger social good, dictate that the key decisions rest with the professoriate.

DEMOGRAPHICS AND PRODUCTIVITY

Who are the faculty who must learn to cope with increased demands for accountability in this decade of fiscal restraints? The 514,662 faculty members in all types of institutions (1989-1990) represent a 14 percent increase over the 1979 total—451,348.⁶¹ Most full-time faculty members in 1987, NSOPF found, were at least 45 years old: public sector, 60 percent; private

research universities, 48 percent; other independent institutions, 55 percent.⁶² Milem and Astin report that little has changed in the composition of college and university faculty in the past 17 years, although women have fared better than minorities in securing academic appointments.⁶³ We will examine the influence of employment status, ethnicity, rank, tenure status, and gender of the academic workforce, and speculate on the relationship of these variables to workload and productivity in the 1990s.

Tenure

Critics cite changing faculty demographics as reasons for concern about faculty productivity. High tenure rates are subject to intense criticism since the proportion of tenured faculty members affects the number of positions open to new recruits.⁶⁴ In 1988, NSOPF reports, 60 percent of all faculty members were tenured, 22 percent were on tenure-track, and 10 percent were nontenure-track. Tenure rates among full-time faculty members at public four-year institutions averaged between 55 and 60 percent in 1991-1992, a slight decline, assuming valid samples.⁶⁵ Private colleges and universities kept the proportion of tenured faculty at or below 55 percent.⁶⁶ Almost half of the academic profession—including full-time, nontenure-track faculty—is thus nontenured.⁶⁷

Nontenured and tenured faculty members, 1988 NSOPF data reveals, had 55- and 53-hour workweeks, respectively. Faculty members, contrary to the criticisms, work equally hard before and after receiving tenure, and are under continuing pressure to be productive.⁶⁸

Part-Time Status

A recent report, based on 1987 and 1988 NSOPF data, shows a substantial increase in the number of part-time faculty members to approximately 311,000—38 percent of the professoriate—largely concentrated at community colleges, and at or below the assistant professor.⁶⁹ A majority of part-time faculty members, especially those at community colleges and other four-year schools, were 44 or younger: 57 percent and 56 percent, respectively.⁷⁰

Part-time faculty members are paid only to teach; time allocation is a problem for the instructor, not the employing institution. But full-time faculty members must be concerned that growing reliance on part-time faculty members may lead to creation of a faculty "under-

class" that threatens full-time employment, the viability of tenure, and the right to allocate time.⁷¹

Race, Ethnicity, and Gender

The gender and racial composition of the academic profession is slowly changing.⁷² Women and minority faculty members, an increasing proportion of all faculty members, are concentrated in certain institutions, disciplines, and ranks, and in part-time and non-tenure track positions. The correlation between institutional type, workload, and productivity may affect therefore the academic fate of these groups.

During the last two decades, women modestly increased their share of faculty posts across all types of institutions by 7 percent—gaining most at public and private four-year colleges.⁷³ Between 1979 and 1989, the number and proportion of women faculty members increased—from 116,053 (25.7 percent) to 156,100 in 1989 (30.3 percent).⁷⁴ The number of faculty members from minority groups grew from 40,415 (9.0 percent) to 58,935 (11.5 percent) between 1979 and 1989: Asian-Americans, from 13,086 to 24,125—up by 84 percent to 4.7 percent of the professoriate; African-Americans, to just over 23,000—4.5 percent of the professoriate—after a dip in the mid-1980s; Hispanic-Americans, from 6,779 to 10,087, up 48 percent to 2.0 percent of the professoriate. The proportion of Native Americans increased from 0.2 percent to 0.3 percent between 1979 and 1983, but then held constant for the rest of the decade. About 30 percent of the faculty members from minority groups were women.⁷⁵

- *Institutional type.* Women and minority group members were concentrated in institutions with fewer resources.⁷⁶ Women, for example, were 38 percent of all full-time community college faculty members, and 28 percent of private four-year college faculty members.⁷⁷ African-Americans were concentrated in comprehensive and community colleges.
- *Academic rank.* Despite the expansion in the number and proportion of women and minorities on college and university faculties, these groups remain concentrated among entry-level ranks in 1989: women, 38 percent of assistant professors and nearly 45 percent of instructors; men from minority groups, 9 percent of assistant professors and 7 percent

of instructors; women from minority groups, 5 percent of assistant professors, and 7 percent of instructors.⁷⁸ The 1989 breakdown for associate professors was less favorable to women and minorities: 26 percent women—23 percent whites and 3 percent minorities; 74 percent men—66 percent whites and more than 7 percent minorities.⁷⁹ Less growth occurred in the proportion of women full professors—13.7 percent of all full professors—including 1.4 percent minority women. Among male full professors—the other 87 percent—almost 80 percent were white; 6.8 percent minority men, up from 5.2 percent in 1979.⁸⁰ The concentration of women and minorities at community colleges—where only 25 percent of all faculty members held ranks above assistant professor—may imply future problems if productivity remains correlated with institutional location.⁸¹

- *Tenure rates.* Nearly 70 percent of all full-time faculty members—75 percent of men, but only 59 percent of women—were tenure-track in 1989. Tenure rates increased between 1979 and 1989 for all ethnic and gender categories except males from minority groups, especially Asian-Americans whose tenure-track rate decreased from 64.5 percent to 61.2 percent.
- *The disciplines.* White men are dispersed across many subject areas, especially the social sciences (12.4 percent), fine arts (9.4 percent), business (8.7 percent), and the physical sciences (8.6 percent). In contrast, white women are concentrated in health-related fields (15.9 percent), education (13.3 percent), English (10.5 percent), and the social sciences (10.4 percent). Minority group members are concentrated in the social sciences (14.8 percent), but here again men are dispersed more evenly across fields than women.⁸² Changes in the ethnic composition of the professoriate may therefore contribute to faculty shortages resulting from impending retirements.
- *Part-time status.* Men and women are moving toward parity in part-time appointments: women, 45 percent; men, 56 percent in 1989.⁸³ Minority faculty members hold about 11 percent of all part-time positions—African-Americans, 4.7 percent; Asian-Americans, 3.2 percent. "Men make up the majority of part-timers in all categories of institutions," notes

a recent report, "but the proportion of women appointed to part-time positions is greater."⁸⁴

The available evidence suggests that gender and ethnicity, which vary by type of institution, affect faculty workload and productivity.⁸⁵ Different groups, according to one multiple regression analysis, show different patterns of publication, time allocation—especially hours devoted to research per week—and grant funding.⁸⁶ White women and African American faculty members, for example, score lower on some measures of research productivity. Some colleagues, the study suggests, might lack access to vital, often informal information about rewards. Institutional bias may reduce research funding prospects for other faculty members.⁸⁷ White women, Hispanic American, and African-American faculty members spend more time advising students, and show significantly different patterns of administrative and service activities. Faculty members from different demographic groups also have different attitudes about—and expectations for—academic work. The study hypothesizes a possible mismatch between institutional demands and the perspectives of women and minority faculty members.

CONCLUSION

For nearly two decades, observers have called for increases in women and minorities in faculty ranks not only to achieve equity, but also to improve instruction of a more diverse student population. More women and minority faculty members *are* entering the academic profession and moving toward senior rank and tenure. The disproportionate concentration of these faculty members at institutions with growing minority student constituencies—given the demonstrated importance of informal contacts—may result in improved student learning outcomes.

But the distribution of minority and women faculty has a down side. The pace of change is incremental.⁸⁸ Women and minorities are concentrated in specific academic disciplines, and at institutions that favor teaching over research, and are disproportionately relegated to lower ranks, and to part-time roles. Women and minorities have lower tenure rates than white male full-time faculty members, and are often

found in nontenurable positions at a time when full-time tenure-track positions are scarce.⁸⁹

Ideally, women and minority faculty members and students should be more equitably distributed throughout the higher education system. But as long as these concentrations continue, and as long as faculty members from different backgrounds display different patterns of productivity, care must be taken to minimize disjunctures between institutional demands, time allocation, and the reward structure. Otherwise concern for retention of minority and women professors will quickly replace the concern for access.

Demographic changes may thus portend new definitions of an academic career, but whose definitions will be adopted? There is, as we have seen, no shortage of advice from outside faculty ranks, but the academic profession is not unified. The curricular debates over multiculturalism and ethnic and feminist concerns may arise in part from the current demographic gap within the professoriate and between the faculty and the changing student body. Most observers concur that current faculty members must learn to mentor, teach, and advise a more diverse student body. But more important, faculty members should resolve these issues among themselves, rather than accept imposed solutions.

If the historical links between academic location, research productivity, and rewards remain strong, women and minority group members may find themselves at a disadvantage.⁹⁰ But policy prescriptions are premature in the absence of a theory that explains and links changing faculty demographics with workload and productivity issues. Further research and discussion will help to illuminate the impact of demographic changes on the composition, workload, and productivity of the academic profession.

NOTES

¹ El-Khawas, 1992; Jacobson, 1992.

² Published reports and findings from several data sources will be examined as they bear upon this issue, including various studies of academic work, the 1988 National Survey of Postsecondary Faculty conducted by the National Center for Education Statistics, and recent reports from the State Higher Education Executive Officers (SHEEO). Additional findings from the Higher Education Research Insti-

tute at UCLA and other sources will likewise be examined.

³ Heydinger and Simsek, 1992, 1.

⁴ Pratt, 1993; Pruitt, 1987.

⁵ Adams and Palmer, 1993.

⁶ Mingle, 1991, 16. Private colleges and universities were far from unscathed.

⁷ El-Khawas, 1992, 1-3.

⁸ *Ibid.*, 1.

⁹ Most enrollment growth occurs in community colleges, with their large student-faculty ratios—90 percent of community colleges surveyed during 1991-1992 experienced enrollment increases since 1986-1987—a trend expected to continue.

¹⁰ El-Khawas, 1992.

¹¹ Shapiro, 1993.

¹² Massy and Zemsky, 1990, 1.

¹³ Miller, 1972; Doi, 1974; Genova, Madoff, Chin, and Thomas, 1976; Centra, 1979; Hample, 1981; Andrews, 1985; Clark and Lewis, 1985; Creswell, 1986; Licata, 1986; Miller, 1988.

¹⁴ One source from the 1980s estimates that, at an average institution, faculty costs—as a percentage of the total institutional budget—range from a minimum 25 percent upward to 43 percent when other miscellaneous expenses are included (Yuker, 1984, 3).

¹⁵ Bowen and Schuster, 1986.

¹⁶ *Ibid.*, 1992, 6.

¹⁷ El-Khawas, 1992.

¹⁸ Bloom, 1987; Boyer, 1990.

¹⁹ Boyer, 1990.

²⁰ Riesman, 1982.

²¹ El-Khawas, 1992.

²² WICHE, 1992.

²³ Bowen and Schuster, 1986.

²⁴ Stecklein, 1961.

²⁵ Cole and Cole, 1973.

²⁶ Several scholars do not define productivity, but instead ask how faculty members distribute their time, and use crude measures to determine success in fulfilling faculty responsibilities.

²⁷ Yuker, 1984. An earlier study found that the number of hours worked per week ranged from 15 to nearly 70. The standard deviation was almost 13 hours (Yuker, 1974).

²⁸ Fulton and Trow, 1974, 33, 37.

²⁹ Survey data obtained between 1980 and 1983 from chief academic officials at 100 public and 100 private

colleges and universities showed that faculty work performance either remained the same or increased. Decreases in every cited category were nearly inconsequential (Minter and Bowen, 1982, 77-79).

³⁰ Blau, 1973; Cole and Cole, 1973; Clark, 1983.

³¹ Finkelstein, 1984, 87-96. One study reported less than four hours per week for research.

³² Ladd, 1979, 88.

³³ Bayer, 1973. Baldrige et al., 1978, found the same pattern: research faculty spend a higher proportion of their time on average devoted to research instead of teaching.

³⁴ Bowen and Schuster, 1986, 69, 73. Faculty members at universities also spent more hours in public service and consulting.

³⁵ Yuker, 1974, 1984. Yuker identified various measures used to assess faculty workload: student credit hours, per FTE, contact hours, student-faculty ratio, and institutional formulas. He examined thoroughly the strengths and weaknesses of these measures, along with those derived from faculty self-reports and direct observations.

³⁶ Boyer, 1990; Schilling and Schilling, 1993.

³⁷ Finkelstein, 1984, 120-127.

³⁸ *Ibid.*, 122.

³⁹ *Ibid.*, 95.

⁴⁰ *Ibid.*, 126.

⁴¹ Yuker, 1984.

⁴² Finkelstein, 1984, 44, 106-120.

⁴³ *Ibid.*, 1984, 91-101.

⁴⁴ The universe for the 1988 NSOPF study was 3,159 postsecondary institutions: 480 institutions, 11,013 faculty, and 3,029 department chairs were surveyed, respectively. Respondents included 7,404 faculty, representing 665,000 faculty; 6,265 full-time faculty and 1,139 part-time faculty participated in the study. Data from the first study was initially released in 1990, a more extensive summary followed in 1991.

⁴⁵ Part-time faculty members work about 44 hours per week, spending an average of 14 hours per week at the employing institution. Half are employed elsewhere full-time. The workload of part-timers is also tied to institutional mission. They work longer at universities than at other types of schools, devoting 57 percent of their time to teaching and related activities. While exhibiting patterns similar to those of full-time faculty across institutional types, part-time faculty are less likely to publish: only 2 percent published during the measured period before the survey in contrast to 53 percent of full-time faculty (NCES, 1991, 195-198).

⁴⁶ Bowen and Schuster, 1986.

⁴⁷ NCES, 1991, 49. A 1989-1990 survey of over 35,000 full-time faculty members at 392 colleges and universities found that approximately 85 percent of respondents spent from five to 20 hours per week in teaching; 77 percent devoted between five to 20 hours per week to class preparation; 63 percent allocated less than eight hours per week to research and writing; 87 percent spent eight hours or less in advising students; 92 percent participated in committee work for eight hours or less, and 85 percent did administrative work. Once again, local discrepancies may be a function of institutional type.

⁴⁸ Several NCES reports on the 1988 NSOPF survey give more detailed tabulations and findings on faculty workload. Data and reports for the 1992 NSOPF survey have yet to be released to the public. Assistant professors—despite the publish or perish maxim—devoted slightly more time to teaching than their colleagues in the two higher academic ranks.

⁴⁹ El-Khawas, 1992, 8.

⁵⁰ Yaker, 1984. See also Fairweather in this *Almanac*.

⁵¹ Russell, November 1992; Heydinger and Simsek, November 1992; Jordan and Layzell, November 1992.

⁵² Heydinger and Simsek, 1992, 1-15.

⁵³ Jordan and Layzell, 1992: 1. Cogan, 1993, disputes this claim with substantive empirical data.

⁵⁴ Jordan and Layzell, 1992: 2.

⁵⁵ Massy and Zemsky, 1990, 7.

⁵⁶ Mingle, 1991, chronicles how state policies reflect these concerns.

⁵⁷ Jordan and Layzell, 1992, 6-9.

⁵⁸ *Ibid.*, 8.

⁵⁹ Russell 1992, 5-12; Heydinger and Simsek, 1992, 21-26. SHEEO is now assembling research that measures the dimensions of academic work.

⁶⁰ Finkelstein, 1984 and Yaker, 1984.

⁶¹ See these data also in the 1992 Chronicle of Higher Education Almanac, 16.

⁶² WICHE, 1992, 4.

⁶³ Milem and Astin, 1993.

⁶⁴ NCES, 1991, 9-10.

⁶⁵ The tenure rates reported here vary according to the source of data. The 1987-1988 NSOPF study reported tenure rates ranging from 69 percent at public research universities to 48 percent at private, doctoral institutions (1991: table 1.6, 14). The tenure rate across all types of institutions averaged 60 percent. The 1991-1992 study (El-Khawas, 1992), based on survey responses from senior academic administrators, reports tenure rates that averaged between 55 and 60 percent for a sample of 411 four-year institutions (8). EEOC data, collected in

1989, reported that 70 percent of the 261,804 surveyed full-time faculty members had tenure (Carter and Wilson, 1991).

⁶⁶ 1991: public research universities, 70 percent; public doctoral institutions, 59 percent; public comprehensives, 66 percent; community colleges, 60 percent. 1989: public research universities, 69 percent; public four-year institutions, 63 percent; community colleges, 60 percent; private research universities, 54 percent; private four-year institutions, 52 percent (WICHE, 1992, 6).

⁶⁷ El-Khawas, 1992, 6-8. But the number of tenured faculty members did increase in half of the surveyed institutions.

⁶⁸ Yaker, 1974, 1984, found an inverse relationship between productivity and academic rank. But he attributed most differences in productivity to institutional locale and personal predilection.

⁶⁹ WICHE, 1992, 6.

⁷⁰ WICHE, 1992, 2.

⁷¹ AAUP, 1992, 40.

⁷² The data were acquired from a 1989 survey of 3,452 institutions of higher education by the United States Equal Employment Opportunity Commission (EEOC). The tables presented in this section were published originally by the Office of Minorities in Higher Education of the American Council of Education in their tenth annual status report, *Minorities in Higher Education* in January 1992 (Carter and Wilson, 1992).

⁷³ *Ibid.*, 22-23.

⁷⁴ The number of male faculty members also increased from 335,295 in 1979 to 358,562 in 1989.

⁷⁵ The professoriate included 450,000 whites (88.5 percent). No comprehensive data were available on the ethnic and gender distributions of college and university faculty by degree and academic rank across various types of institutions within each region or state.

⁷⁶ The exceptions: Asian-Americans, often found at research universities, and Hispanic-Americans, more evenly dispersed across institutional types.

⁷⁷ Other proportions for women: public research universities, 21 percent; other public four-year institutions, 27 percent; private research universities, 19 percent.

⁷⁸ Between 1979 and 1989, the proportion of Asian-Americans among male assistant professors and instructors grew from 2.5 percent to 4.8 percent and from 1.7 percent to 2.6 percent, respectively. Hispanic Americans remained less than 2 percent of male assistant professors and instructors throughout that decade. With regard to American Indian male faculty, the results remained dismal: 0.3 percent was

the fixture across the decade at the instructor level, improving to just 0.2 percent at the assistant professor level in 1989. African-American male assistant professors were 2.8 percent of all male assistant professors, continuing near that level at 2.7 percent for all male instructors. The picture for minority women faculty was not appreciably better in 1989: 3.3 percent were African-American, 1.6 percent Hispanic Americans, 1.5 percent Asian-American, and 0.2 percent American Indian.

⁷⁹ Minority males fared much better than minority females at this rank in 1989: African-Americans: 2.5 percent of all males, 1.6 percent of all females; Hispanic Americans: 1.2 percent of all males, 0.5 percent of females; Native Americans: 0.2 percent of all men and 0.1 percent of all women; Asian-Americans: 3.5 percent of all males, 0.8 percent of all females.

⁸⁰ Breakdown for men: Asian-Americans, nearly four percent; African-Americans 1.7 percent; Hispanic Americans, 1.1 percent and American Indians, less than 1 percent. Nearly all minority women in this rank were African Americans.

⁸¹ WICHE, 1992, 5. In contrast, more than 40 percent of full-time faculty members at four-year colleges and universities held ranks above assistant professor.

⁸² For minority men, the modal subject area is social science (15.3 percent), followed by business (10.2 percent). For minority women, health-related fields (17.6 percent) and education (15.4 percent) predominated. Third place: social sciences (nearly 14 percent) for women; engineering (9 percent) for men. African-American males had their heaviest concentrations in the social sciences (16 percent), followed by business (11.9 percent) and education (11.1 percent). The three main subject areas for African-American women were respectively, education (19.5 percent), health related fields (16.8 percent), and the social sciences (13.9 percent). The pattern for Hispanic male faculty deviates slightly from that of African-American faculty: social sciences (21.2 percent), humanities (15.9 percent), and education (11.3 percent). Hispanic female faculty are found in health-related subjects (22.2 percent), English (12.9 percent), and the social sciences (12.1 percent). Asian-American men are concentrated in engineering (16.9 percent), physical science (13.1 percent), and mathematics (12 percent) with nearly 12 percent also in the social sciences and business. Asian-American women faculty are located in health related areas (18.5 percent), the social sciences (13.8 percent), and other nontechnical subjects.

⁸³ WICHE, 1992, 5. The percentage of women among part-time faculty members exceeded 40 percent in all types of institutions, except in research universities (33 percent). The proportion of whites among full-

and part-time faculty members was nearly identical—about 89 percent.

⁸⁴ "Women hold about 33 percent of all faculty positions, but women constitute about 42.0 percent of part-time faculty, compared to 27.1 percent of full-time faculty. Viewed from another perspective, 43.2 percent of women faculty members work on a part-time basis, while just under 30 percent of male faculty do so." (AAUP, 1992, 41).

⁸⁵ Konrad, 1991.

⁸⁶ The data came from the Carnegie Foundation's Survey of College and University Faculty. Nearly 5,500 faculty from 306 institutions responded to this survey.

⁸⁷ Productivity measures for Asian and Hispanic faculty members more closely resembled the scores obtained by white male colleagues.

⁸⁸ Carter and Wilson, 1991.

⁸⁹ These trends are generally consistent with other studies. See Finkelstein, 1984; Bowen and Schuster, 1986; Brown, 1988.

⁹⁰ Konrad, 1991.

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THE VALUE OF TEACHING, RESEARCH, AND SERVICE

by James S. Fairweather

James Fairweather is associate professor and senior research associate, Center for the Study of Higher Education, Pennsylvania State University. His interests include faculty roles and rewards, industry-university relationships, and access to postsecondary education for youth with disabilities.

Fairweather, a Stanford Ph.D. in higher education, currently directs the evaluation of a National Science Foundation project to enhance undergraduate engineering education, and is a senior member of the National Center on Postsecondary Teaching, Learning and Assessment.

In 1984, the Study Group on the Conditions of Excellence in American Higher Education launched a national movement by calling for major enhancements in the quality of undergraduate education.¹ Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, later echoed the recommendations of the Study Group in his widely-discussed *College: The Undergraduate Experience in America*.² Positing a decline in emphasis on teaching and public service, particularly at the undergraduate level, the Study Group and Boyer urged greater attention to these "undervalued" faculty activities. Relying largely on anecdotal evidence, the reports cited instances of students who based their college choice on the opportunity to work with renowned professors only to find themselves taught by graduate students. The reports asked whether faculty members, caught up in their research, had the time to debate curricular reform, much less implement the results of the deliberations.

A decade later, the public still perceives inattention to undergraduate education at a time of increasing tuition costs. Congressional hearings on tuition costs and state legislative attempts to mandate faculty workloads reflect a perceived lack of progress.³ Faculty members, according to the longitudinal Carnegie Foundation survey, still believe that neither administrators nor their peers value teaching.⁴ Derek Bok, the former Harvard president, notes:

Universities may be paying as much attention to the quality of education as they did 30 years ago—but the fact is that we did not pay enough attention then, and we are not paying enough attention now. Although there are smaller colleges where teaching remains the overriding priority, in the modern university the incentives are not weighted in favor of teaching and education—indeed, quite the contrary is true.⁵

The faculty reward structure expresses the relative importance that institutions accord to teaching, research, and public service. Most research on faculty rewards has focused on faculty and administrator attitudes towards the relative importance of teaching and research in promotion and tenure.⁶ Department chairs, for example, universally cited teaching as a key criterion, but several studies found

that faculty perceived research and publishing, not teaching, as the keys to advancement.⁷

Promotion and tenure—the usual measures of faculty rewards—occur, at most, three times during a career: promotion to associate professor, tenure (often combined with promotion to associate professor), and promotion to full professor. In contrast, salary reflects, in part, the institution's or department's *annual* evaluation of faculty work. But only a minority of studies related salaries to faculty activities. Most salary studies were descriptive. Quantitative studies asked whether faculty salaries kept pace with inflation, examined the effect of salary on potential faculty shortages, or looked at discrimination, merit pay, mobility, or institutional hiring policies.⁸

Studies of the relationships between salary and faculty activities were inconclusive. Faculty research, according to one literature review, was consistently and positively related to promotion and salary.⁹ But the relationships between teaching, promotion, and salary were ambiguous, even contradictory. Different studies found teaching positively related, unrelated, or negatively related to these variables.¹⁰

PURPOSE

Faculty members, according to a key study, viewed teaching as an important activity, influenced by extrinsic rewards and by internal motivation.¹¹ The study, assuming that teaching was a positive—or at least neutral—factor in the extrinsic reward structure, recommended a focus on intrinsic rewards to enhance teaching. But was this assumption correct? To test this assumption, we examined the relationships between faculty pay and four activities: teaching and instruction, research and scholarship, administration, and public service.¹² Our research focused on three competing propositions about teaching and instruction:

- Teaching was a positive factor in compensation—the highest salaries went to faculty members who spent more time teaching and whose teaching productivity was high.
- Teaching was a neutral factor in compensation.
- Teaching was a negative factor in compensation—the lowest salaries went to faculty

members who spent more time teaching and whose teaching productivity was high.

The Study

Data from the 1987-1988 National Survey of Postsecondary Faculty (NSOPF), sponsored by the National Center for Education Statistics, permitted examination of the three competing propositions. NSOPF surveyed a nationally representative sample of 11,071 faculty members from 480 colleges and universities. The faculty sample—limited to faculty members with at least some instructional duties during the 1987-1988 academic year—was stratified by full- or part-time status and by program area. The survey obtained a 76 percent faculty response rate: 8,383 full- and part-time faculty from 424 institutions.¹³ This study was confined to analysis of full-time, tenure-track faculty from *public* four-year institutions ($n = 2,864$), *private* four-year colleges and universities ($n = 1,617$), and public two-year colleges ($n = 575$). NSOPF examined the nature of faculty employment, job satisfaction, academic and professional background, institutional responsibilities and workload, benefits and professional development activities, compensation, academic interests and values, and sociodemographic characteristics. Our research included faculty and institutional demographics, faculty activities and workload, and compensation.

NSOPF's institutional sample was stratified by type of institution, time allocation, and salary, source of control, and size, measured by estimated number of faculty members.¹⁴ Prior studies found type of institution to be a key determinant of workload differences, so we refined this variable to include public and private research universities that educated the majority of doctorates in the United States and that housed the majority of funded research; public and private doctoral-granting universities that also trained doctoral students and conducted research, but produced fewer doctorates and research dollars than research universities; public and private comprehensive colleges and universities that focused on undergraduate and master's-degree liberal arts and professional programs; private liberal arts colleges; other four-year institutions—predominantly private professional schools of engineering and medicine—and public two-year colleges.

Indicators

This study used basic salary paid by the institution as the principal measure of compensation. The high correlation of salary with compensation, which includes fringe benefits and other nonsalary income, and the desire to compare results with previous research, leads most researchers to use basic salary as the indicator of compensation.¹⁵

Prior research found that faculty workload, productivity, and compensation vary by demographic and position-related characteristics, including academic rank, discipline, gender, and ethnicity.¹⁶ Salary and productivity, for example, were positively related to age and length of service. Variables examined in this study included age in fall 1987, gender, ethnic/racial minority status—including respondents who were Caucasian and of Hispanic descent, American Indian, Asian/Pacific Islander, or Black—highest degree awarded, academic rank, length of service, and program area. The study measured length of service by time in current rank—the number of years since achieving the rank held at the institution in question during fall 1987—and by the number of years at the current institution. Program area was the primary field of study in which a faculty member worked: agriculture/home economics, business, education, engineering, fine arts, health sciences, humanities, natural sciences, social sciences, and other fields. We derived an additional variable, high paying field, from ranking the average pay in each program area relative to the overall national average.¹⁷ Some analyses controlled for the existence of collective bargaining at the respondent's institution, either public or private.

Measures of instruction-related activities and workloads included percent of time spent on teaching and instruction,¹⁸ hours spent in the classroom per week,¹⁹ and the type of student taught (undergraduate, graduate, or both). Time spent on teaching and instruction included teaching, advising, and supervising students; grading papers, preparing courses, and developing new curricula; and working with student organizations.

Our measure of instructional productivity was total student contact hours generated during fall 1987—estimated by summing the number of hours a class met per week times the number of students enrolled in the class across

all courses taught in fall 1987.²⁰

Our indicators of research and scholarship included one measure of faculty activity and two measures of productivity. The activity—percent of time spent on research and scholarship—included research, preparing or reviewing articles or books, and attending or preparing to attend professional meetings or conferences; giving performances in the fine or applied arts; and seeking funds for research.²¹ The first productivity measure—total refereed publications for the career—included articles, chapters in edited volumes, textbooks, other books, monographs, and reviews of books, articles, or creative works. Designation as a principal investigator or co-principal investigator, the other productivity measure, meant having at least one research project during fall 1987, funded by the federal government, state or local governments, foundations or other nonprofit organizations, or industry.²²

We also estimated the percent of time spent on administrative activities and on public or community service.²³

Scales

For faculty in four-year institutions, high positive correlations between age, time in rank, and years at current institution ($r = .65$ to $.69$), and a high negative correlation between percent of time spent on teaching and time spent on research ($r = -.62$), suggested the need to create composites prior to proceeding with multivariate analyses.²⁴ Two composites emerged from a principal components analysis that clustered highly correlated indicators into common groups. *Seniority* combined age, time in rank, and years at the current institution into a single scale. The second composite—*more research/less teaching*—was derived from the discovery of an "exchange relationship": the inseparability of time spent on research and on teaching—time spent on one activity came directly at the cost of time spent on the other.

We found a similar pattern for seniority among faculty members in two-year colleges. But the exchange relationship was between administration and research ($r = -.62$), not between teaching and research. This study used a composite based on this relationship—*more administration/less teaching*—for multivariate analyses of faculty in two-year colleges. Finally, the high positive correlations between

hours spent in class per week and student contact hours per semester led us to join these indicators into a single composite—*classroom productivity*—for multivariate analyses.²⁵

Results

Table 1 shows means and standard deviations for study variables.²⁶ We studied salary differences by faculty teaching, research, administrative, and service activity, after separating indicators of these variables into quartiles.²⁷ We also examined faculty workload

and productivity²⁸ by type of institution,²⁹ as well as correlations between measures of faculty activities and compensation. Regression models were completed by type of institution and program area.³⁰ Here, we first analyze how salaries varied by type of institution and program area. We then discuss our bivariate analyses, including differences between institutional type and between source of control, and examine regression models with basic salary as the criterion.

TABLE 1

MEANS AND VARIANCES FOR STUDY VARIABLES

	Public						Private		
	Four-year			Two-year			Four-year		
	Mean	SD	SE	Mean	SD	SE	Mean	SD	SE
Income									
Basic Income (\$)	42,225	16,850	314	34,070	8,659	369	42,937	21,999	559
Demographic									
High Paying Field*	-.3	.8	.01	N.A.	N.A.	N.A.	-.5	.7	.02
Age (years)	48.1	9.4	.18	48.2	8.7	.37	47.4	10.0	.25
Percent minority	9.9	29.9	.56	10.8	31.1	1.31	11.3	31.6	.80
Percent male	77.9	41.5	.78	62.8	48.3	2.02	81.3	39.0	.97
Collective Bargaining	42.0	49.4	.97	79.7	40.3	1.70	15.5	36.2	.95
Job History									
Time in rank (years)	8.2	6.3	.12	8.8	6.4	.31	7.4	6.4	.16
Percent Doctorate	81.5	38.8	.73	22.3	41.6	1.74	83.2	37.3	.93
Years current job	12.9	8.7	.16	13.4	7.7	.32	11.7	8.8	.22
Teaching									
Percent time teaching	53.5	22.8	.43	74.1	19.8	.84	52.9	25.2	.63
Student contact hours (semester)	322.0	441.1	8.44	440.5	345.6	14.7	322.7	573.0	14.62
Hours/week in class	9.5	7.3	.14	15.7	7.2	.31	9.2	6.3	.16
Only undergraduates	9.6	29.5	.55	N.A.	N.A.	N.A.	6.5	24.7	.61
Only graduate	10.1	30.2	.56	N.A.	N.A.	N.A.	14.1	34.8	.86
Research									
Percent time, research	22.2	19.3	.36	4.6	7.4	.31	21.5	20.6	.52
Publications, career	23.8	41.1	.78	4.2	18.3	.78	27.2	43.0	1.08
P.I., Fall, 1987	25.7	43.7	.82	N.A.	N.A.	N.A.	23.1	42.1	1.04
Other									
Percent time, admin.	13.9	15.4	.29	9.8	12.0	.51	14.1	14.7	.37
Percent time, service	2.1	4.2	.08	2.6	5.3	.23	1.8	3.7	.09

* -1 = below average, 0 = average, 1 = above average

N.A. = Not Applicable

SOURCE: NSOPF, 1988

Institutional Type and Program Area

Basic compensation varied directly by type of institution in 1988 (Table 2). "Other four-year schools"—mostly engineering and medical colleges—and research universities offered the highest pay to full-time faculty members in four-year institutions, about \$55,000 and \$50,000, respectively. Pay descended in order from about \$38,000 at doctoral-granting institutions to about \$31,000 in liberal arts colleges.³¹ The same relationship between faculty pay and type of institution held for private and public four-year institutions, except for an insignificant difference between pay in public

doctoral-granting universities and comprehensive colleges.³² Pay for faculty members in public two-year colleges averaged about \$34,000.

Faculty members in engineering and health sciences received more than the national average basic salary (Table 3). Faculty in agriculture/home economics, business, and natural sciences were paid at the national average. Faculty in education, the fine arts, the humanities, social sciences, and other fields earned less than the national average.³³ This pattern also held true for pay in public and private institutions.

TABLE 2

BASIC SALARY (MEANS), BY SOURCE OF CONTROL AND TYPE OF INSTITUTION

	Total	SE	Public	SE	Private	SE
All four-year	\$42,498	286	\$42,225	314	\$42,937	559
Research	49,648	533	48,292	548	52,930	1,320
Doctoral	38,478	528	37,612	587	40,405	1,152
Comprehensive	36,820	335	37,892	408	33,569	557
Liberal Arts	30,628	533	N.A.	N.A.	30,628	533
Other	55,920	2,403	N.A.	N.A.	55,920	2,403
Public two-year	34,070	369	34,070	369	N.A.	N.A.

N.A. = not applicable

SOURCE: NSOPF, 1988

TABLE 3

BASIC SALARY (MEANS), BY SOURCE OF CONTROL AND PROGRAM AREA

Program Area	Total	SE	Public	SE	Private	SE
Agri-Home Eco.	\$42,680	977	\$42,617	1,006	\$44,500	3,678
Business	42,235	1,005	42,644	1,142	41,649	1,810
Education	36,034	576	37,234	602	30,396	1,431
Engineering	45,828	934	46,273	1,121	44,749	1,679
Fine Arts	34,452	542	35,262	668	32,657	893
Health Sciences	56,530	1,756	56,836	1,943	55,908	3,694
Humanities	36,267	372	36,951	473	35,181	598
Natural Sciences	41,825	676	42,744	809	40,141	1,198
Social Sciences	38,212	456	38,754	510	37,280	874
Other Fields	38,685	942	38,932	998	38,344	1,801

SOURCE: NSOPF, 1988

Faculty Activities and Pay

Are faculty activities rewarded differentially? Previous research suggests that research and scholarship are valued more highly than teaching in promotion and tenure, but the relationship between teaching and faculty pay is less clear.³⁴ This section examines the bivariate relationships between basic salary and indicators of teaching, research, administration, and public service, by type of institution and source of control.

1. Teaching/Instruction

Teaching-related activities included percent of time spent on teaching and instruction, hours in class per week, student contact hours per semester, and type of student taught.

Pay and percent of time spent on teaching and instruction were inversely related in all types of public four-year colleges and universities (Table 4). Faculty members who taught for less than 35 percent of their time in 1988 received an average of about \$54,000; colleagues who taught for three-quarters or more of their time received about \$35,000.³⁵

Private institutions overall displayed the same inverse relationship, but offered a somewhat broader pay range—from about \$59,000

for faculty members in the 35 percent or below category to about \$33,000 for colleagues in the 72 percent or more group.³⁶ By type of institution, this pattern held true in private research universities, doctoral-granting universities—save for the two middle quartiles—comprehensive universities—save for one category—and “other four-year” schools.³⁷ Time spent on teaching and instruction was not related to pay at liberal arts colleges. Pay was not related to time spent on teaching at public two-year colleges.³⁸

Overall, pay decreased with hours spent in class for faculty members in public³⁹ and private four-year institutions.⁴⁰ Faculty members in public and private doctoral-granting institutions who taught for less than six hours and eight hours per week, respectively, received more pay than their colleagues. Faculty members in public⁴¹ and private comprehensives followed the pattern for the entire sample.⁴² In liberal arts colleges and other four-year schools, pay decreased when hours spent per week in class rose above eight and six hours per week, respectively. Pay was unrelated to time spent in class in public two-year colleges.

Public research universities displayed a U-shaped pattern: faculty members who taught the fewest hours in class per week

TABLE 4

BASIC SALARY (MEANS), BY SOURCE OF CONTROL, TYPE OF INSTITUTION, AND TEACHING-RELATED VARIABLES: PUBLIC AND PRIVATE FOUR-YEAR INSTITUTIONS

	Percent of Time Spent on Teaching and Instruction							
	<35%	SE	35-52%	SE	53-71%	SE	>71%	SE
Public								
All four-year	\$54,091	979	\$42,753	481	\$37,826	442	\$35,429	408
Research	55,850	1,222	46,290	700	43,223	879	38,880	1,348
Doctoral	46,475	2,031	38,898	972	33,957	761	33,193	964
Comprehensive	53,054	2,376	39,053	776	35,459	536	35,041	444
Private								
All four-year	\$58,916	1,809	\$43,318	1,048	\$36,239	603	\$32,725	505
Research	61,838	2,409	50,636	1,923	42,892	2,078	36,229	2,183
Doctoral	46,087	4,067	39,914	1,941	39,904	1,513	36,407	2,184
Comprehensive	42,048	3,877	33,779	1,172	32,008	627	32,228	717
Liberal Arts	*	*	30,908	1,283	30,672	976	30,023	708
Other Four-Year	67,202	4,639	54,345	4,833	40,876	2,184	38,869	2,254

TABLE 4 (continued)

Number of Hours Per Week Teaching Class								
	<6	SE	6-8	SE	9-11	SE	>11	SE
Public								
All four-year	\$50,167	830	\$42,349	486	\$37,776	433	\$37,574	512
Research	51,916	1,019	46,296	676	40,253	943	47,880	1,794
Doctoral	45,130	1,757	36,381	898	36,148	782	34,204	1,142
Comprehensive	47,465	2,112	38,657	819	37,263	603	35,341	473
Private								
All four-year	\$52,101	1,417	\$44,602	1,063	\$38,521	1,117	\$35,536	766
Research	56,028	2,040	52,374	2,220	42,992	2,676	46,430	3,682
Doctoral	40,474	2,952	43,120	1,635	38,131	2,084	38,103	2,704
Comprehensive	36,142	2,471	39,222	2,032	33,188	748	30,758	590
Liberal Arts	33,897	2,176	33,142	1,295	29,708	1,023	29,139	679
Other Four-Year	60,928	3,924	46,531	3,232	*	*	49,180	4,121
Number of Student Contact Hours per Semester								
	<110	SE	110-217	SE	218-359	SE	359>	SE
Public								
All four-year	\$48,648	817	\$40,213	466	\$37,890	449	\$41,279	604
Research	51,669	1,024	43,706	789	43,660	1,031	50,247	1,250
Doctoral	40,323	1,475	38,365	1,069	34,587	902	36,836	1,153
Comprehensive	45,921	2,021	37,452	596	36,057	520	36,304	589
Private								
All four-year	\$50,124	1,312	\$35,711	617	\$37,200	915	\$46,840	1,351
Research	55,623	2,083	44,489	1,785	50,909	3,471	54,580	3,109
Doctoral	39,386	2,884	37,964	1,491	41,673	2,266	43,384	2,512
Comprehensive	31,908	1,888	33,505	938	32,502	656	36,972	1,763
Liberal Arts	30,742	1,472	30,649	852	29,524	775	32,945	1,663
Other Four-Year	61,512	3,628	*	*	*	*	54,649	3,833
Type of Students Taught								
	Undergraduate	SE	Both	SE	Graduate	SE		
Public								
All four-year	\$44,753	967	\$40,219	296	\$55,680	1,819		
Research	47,390	1,449	46,370	564	54,487	1,951		
Doctoral	41,644	1,836	36,025	574	55,491	3,990		
Comprehensive	41,517	1,500	36,785	351	63,738	7,637		
Private								
All four-year	\$42,742	1,961	\$40,262	579	\$57,770	2,092		
Research	51,532	4,145	49,899	1,432	62,305	3,500		
Doctoral	*	*	39,132	1,224	*	*		
Comprehensive	*	*	32,030	483	*	*		
Liberal Arts	31,296	2,793	30,565	533	N.A.	N.A.		
Other Four-Year	*	*	57,598	3,351	54,457	2,495		

* Too few cases for reliable estimate

N.A.: Not applicable

SOURCE: NSOPF, 1988

received the highest salaries, followed by faculty members who spent the most time in class, and then by colleagues who spent intermediate numbers of hours in class. Pay in private research universities decreased as instructional time increased—eight hours per week was the breakpoint. This discrepancy between public and private research universities may reflect differing policies on instructional workloads.

The relationship between pay and student contact hours per semester was U-shaped in public⁴³ and private four-year institutions.⁴⁴ Faculty members who generated the fewest contact hours received the highest salaries. Salaries decreased for faculty members with intermediate numbers of contact hours, but then increased for colleagues with the most contact hours. This pattern may reflect higher pay for faculty members who taught the least and for colleagues whose teaching responsibilities consisted of a small number of large lecture classes, a typical practice in higher paying fields, including engineering.

Faculty members in public research universities followed the overall pattern.⁴⁵ But pay decreased as student contact hours increased in public doctoral-granting universities, public comprehensives, and private research universities—key breakpoints were 217, 110, and 110 contact hours, respectively.⁴⁶ Pay was unrelated to student contact hours in private doctoral-granting and comprehensive universities, liberal arts colleges, and other four-year schools. But public two-year colleges showed a positive relationship between pay and student contact hours.⁴⁷

Faculty members in public⁴⁸ and private four-year institutions⁴⁹ who taught only graduate students in 1988 received more pay than colleagues who taught undergraduates or both graduate and undergraduate students. This pattern held true in each type of public institution,⁵⁰ and in private research universities.⁵¹

2. Research/Scholarship

Measures of research and scholarship included percent of time spent on these activities, refereed publications for a career, and being a principal investigator on an externally funded research project.

The more time spent on research and scholarship, the higher the pay for faculty in public⁵² and private colleges and universities over-

all (Table 5).⁵³ But this relationship did not hold for faculty at public⁵⁴ or private research universities,⁵⁵ liberal arts colleges, private comprehensives, and community and junior colleges.⁵⁶

For full-time faculty members in public⁵⁷ and private institutions,⁵⁸ the more publications, the higher the compensation. This pattern held true in every type of public⁵⁹ and private college or university,⁶⁰ including comprehensives, liberal arts colleges, and even community colleges.⁶¹

Being a principal investigator on an externally funded research project meant earning a substantially higher basic salary in 1988 for faculty in public and private four-year institutions.⁶² This pattern held true for faculty at all types of public institutions,⁶³ private research universities, and other four-year institutions.⁶⁴

3. Administration and Service

Faculty members who spent the most time on administration⁶⁵ earned the highest basic salaries at public⁶⁶ and private four-year institutions⁶⁷ (Table 6). This pattern held true in all types of public four-year institutions,⁶⁸ varied substantially in private schools, and did not hold at community and junior colleges.⁷⁰ Time spent on service was not related to pay for faculty at public two- and four-year institutions. At private four-year schools, the most active faculty members received the least pay,⁷¹ but this pattern did not hold by type of institution.

4. Correlational Analysis

Table 7 shows the intercorrelations between salary and teaching, research, administration, and service by type of institution. Pay and time spent on teaching and instruction were negatively related in all types of four-year institutions, except private liberal arts colleges. Hours spent in class per week was negatively, though weakly, related to pay for private institutions and for most publics.⁷² Student contact hours generated per semester was positively, though weakly, related to pay in each type of private institution except research universities, which showed a negligible correlation. Student contact hours were positively, though modestly, related to pay for faculty in public research universities and two-year colleges, but were unrelated to pay in other publics. Teaching only undergraduate students

TABLE 5

**BASIC SALARY (MEANS), BY SOURCE OF CONTROL, TYPE OF INSTITUTION, AND RESEARCH-RELATED VARIABLES:
PUBLIC AND PRIVATE FOUR-YEAR INSTITUTIONS**

	Percent of Time Spent on Research and Scholarship							
	<5.0%	SE	5.0-15.9%	SE	16.0-33.9%	SE	>33.9%	SE
Public								
All four-year	\$37,704	572	\$40,267	543	\$43,239	647	\$46,806	656
Research	46,017	1,998	46,732	1,148	48,861	1,061	49,044	821
Doctoral	34,555	1,200	36,714	840	36,190	1,126	42,328	1,429
Comprehensive	36,414	574	38,042	722	38,512	807	40,657	1,395
Private								
All four-year	\$35,984	1,022	\$38,579	886	\$45,486	1,177	\$51,841	1,293
Research	44,839	5,160	52,969	3,642	56,559	2,698	52,405	1,556
Doctoral	34,113	2,356	38,746	1,554	40,696	1,609	43,733	2,887
Comprehensive	34,052	1,087	33,757	838	31,458	1,074	37,360	2,519
Liberal Arts	30,389	943	30,281	789	29,615	1,191	*	*
Other Four-Year	46,424	4,946	52,394	5,356	58,935	4,089	60,713	4,480
	Number of Refereed Publications (Career)							
	<2	SE	2-10	SE	11-29	SE	>29	SE
Public								
All four-year	\$35,328	709	\$37,741	442	\$42,909	484	\$52,807	704
Research	43,021	2,346	42,172	1,041	45,242	800	54,672	889
Doctoral	30,625	1,145	33,086	864	38,654	772	48,953	1,461
Comprehensive	34,419	823	36,515	497	41,920	751	47,940	1,605
Private								
All four-year	\$30,282	571	\$36,842	593	\$42,791	889	\$61,258	1,608
Research	38,944	3,268	40,693	1,949	46,204	1,755	66,018	2,185
Doctoral	30,372	1,237	38,568	1,359	41,590	2,198	47,623	2,833
Comprehensive	30,233	730	32,989	602	35,805	1,563	44,460	2,744
Liberal Arts	26,242	732	31,625	815	36,922	1,199	*	*
Other Four-Year	34,544	2,005	48,678	2,819	50,683	3,338	67,574	4,672
	Status as Principal Investigator (PI) on Research Project							
	Not PI	SE	PI	SE				
Public								
All four-year	\$39,686	314	\$49,608	801				
Research	45,217	591	52,947	1,079				
Doctoral	35,470	535	44,193	1,704				
Comprehensive	37,283	427	42,525	1,277				
Private								
All four-year	\$39,384	544	\$54,966	1,655				
Research	50,574	1,715	56,469	2,008				
Doctoral	38,871	993	47,320	4,933				
Comprehensive	33,331	580	36,288	1,931				
Liberal Arts	30,536	566	31,572	1,494				
Other Four-Year	49,456	2,448	68,240	5,240				

* Too few cases for reliable estimate

SOURCE: NSOPF, 1988

TABLE 6

BASIC SALARY (MEANS), BY SOURCE OF CONTROL, TYPE OF INSTITUTION, AND ADMINISTRATIVE AND SERVICE-RELATED VARIABLES: PUBLIC AND PRIVATE FOUR-YEAR INSTITUTIONS

	Percent of Time Spent on Administration							
	<5.0%	SE	5.0-9.9%	SE	10.0-19.9%	SE	>19.9%	SE
Public								
All four-year	\$38,700	533	\$40,459	630	\$40,989	502	\$48,349	768
Research	44,336	1,066	47,177	1,076	45,465	859	55,256	1,221
Doctoral	35,934	1,064	37,886	1,499	36,653	845	40,211	1,291
Comprehensive	35,985	663	34,788	645	37,210	651	43,558	1,142
Private								
All four-year	\$38,109	989	40,331	1,182	42,825	898	48,855	1,325
Research	46,973	2,723	54,700	3,317	48,482	1,834	60,016	2,579
Doctoral	34,824	2,477	39,160	2,477	42,852	1,816	43,051	2,490
Comprehensive	31,964	932	32,127	1,017	30,954	880	38,956	1,395
Liberal Arts	32,517	1,291	27,012	906	30,782	797	32,430	1,288
Other Four-Year	*	*	*	*	58,716	3,516	62,272	5,733

	Percent of Time Committed to Public Service			
	<5.0	SE	≥5.0	SE
Public				
All four-year	\$42,291	335	\$41,636	885
Research	48,294	576	48,272	1,781
Doctoral	37,497	627	38,406	1,657
Comprehensive	37,932	441	37,548	985
Private				
All four-year	\$43,444	600	\$37,319	1,257
Research	52,673	1,374	*	*
Doctoral	40,325	1,213	*	*
Comprehensive	33,872	609	31,634	1,244
Liberal Arts	30,655	569	30,388	1,536
Other Four-Year	57,019	2,552	*	*

* Too few cases for reliable estimate

SOURCE: NSOPF, 1988

was positively, though modestly, related to pay in public and private comprehensives, and in public doctoral-granting universities, and negatively related to pay in other four-year schools. Teaching graduate students was much more positively related to pay at each type of institution.

Time spent on research and scholarship was positively related to pay in public and private doctoral-granting universities, liberal arts colleges, and "other four-year" schools. Publishing was strongly, positively related to

pay at each type of institution except community colleges. So was being a principal investigator on an externally funded grant, except in private comprehensives and liberal arts colleges.

Spending time on administration was positively related to pay at all types of schools except liberal arts colleges. Time spent on public service was unrelated to pay, except at "other four-year" schools where the relationship was negative.

Indicators of teaching activity and produc-

tivity were thus either negatively related, or unrelated, to pay, save for the small, positive correlation between hours spent in class and pay for faculty in public research universities. Conversely, time spent on research and scholarly productivity were positive indicators of pay. These results were remarkably stable across source of control—public and private—and type of institution.

Combined Relationships

Bivariate relationships, though suggestive, can mislead. Seniority may influence the positive correlation between career publications and compensation, for example. We therefore employed multiple regression models with basic salary as the criterion to examine the combined relationships between faculty and institutional demographics, length of service, faculty activity and workload, and faculty productivity with pay. The regression models accounted for between .30 and .60 of the variance in basic salary across the analyses, which focus separately on type of institution,

source of control, and program area.

1. Type of Institution

Publishing, next to working in a high-paying field, was the strongest predictor of pay for faculty members in public research universities. Next came time spent on administration, followed by seniority, and gender. Teaching only graduate students, being a principal investigator, and spending more time on research, less on teaching were also positively related to pay. Student contact hours was the only measure of teaching with even modest predictive value.

Private research universities showed a remarkably similar pattern. Publishing record and time spent on administration were the strongest positive predictors, followed this time by high paying field. Seniority, gender, and teaching only graduate students were positively related to pay. So was spending more time on public service, unlike the results for public institutions. Student contact hours was unrelated to pay.

TABLE 7

CORRELATIONS BETWEEN FACULTY WORKLOAD AND PRODUCTIVITY WITH BASIC SALARY, BY TYPE OF INSTITUTION

	1	2	3	4	5	6	7	8	9	10
Public										
All four-year	-.40	-.02	.07	.05	.27	.19	.38	.26	.23	-.04
Research	-.32	.11	.14	-.02	.17	.05	.34	.21	.17	-.04
Doctoral	-.32	-.10	-.04	.09	.30	.17	.43	.26	.11	.04
Comprehensive	-.36	-.06	.01	.07	.33	.07	.23	.12	.34	-.01
Public two-year	-.06	-.04	.12	N.A.	N.A.	.07	.06	N.A.	.10	.00
Private										
All four-year	-.46	-.15	.06	.00	.28	.25	.46	.30	.21	-.11
Research	-.36	-.04	-.04	-.02	.22	.01	.44	.12	.25	.04
Doctoral	-.18	-.13	.09	.05	.20	.13	.19	.21	.09	-.03
Comprehensive	-.25	-.13	.12	.19	.38	-.01	.21	.06	.36	-.05
Liberal Arts	-.07	-.14	.04	.02	N.A.	.13	.32	.03	.05	-.08
Other four-year	-.41	-.04	.02	-.10	-.04	.10	.35	.32	.28	-.19

1 = Percent of time on teaching/instruction

2 = Number of hours teaching in class per week

3 = Student contact hours per semester

4 = Taught only undergraduate students

5 = Taught only graduate students

6 = Percent of time on research/scholarship

7 = Number of refereed publications, career

8 = Principal investigator on research project, Fall, 1987

9 = Percent of time on administration

10 = Percent of time on service

N.A. = Not Applicable

SOURCE: NSOPF, 1988.

Length of service was the strongest positive predictor of faculty pay in public doctoral-granting universities. Two research variables—teaching only graduate students and publishing—followed; spending more time on research and less on teaching also showed modest predictive power. Holding the doctorate, working in a high paying discipline, and gender were other strong positive predictors. Weaker positive predictors included teaching only undergraduates, spending more hours in class per week, and spending more time on administration. Only seniority and publishing significantly predicted pay in private doctoral-granting universities.

Seniority, followed by teaching only graduate students and spending more time on administration, dominated the list of positive pay predictors in public comprehensive colleges and universities. Demographic characteristics—holding the doctorate, working in a high paying field, gender, being a member of a racial or ethnic minority group, and working in a school that bargained collectively—showed substantial predictive ability. So did publishing, spending more time on research and less on teaching, and spending time in class.

Private comprehensives showed a similar profile. The only differences were the stronger relationship between pay and publishing, the positive relationship between student contact hours and pay, and the negative relationships between hours in class with pay, and between time spent on service and pay.

Important positive indicators of pay in liberal arts colleges included seniority, holding the Ph.D., and gender. Also helping: spending more time on research and less on teaching, publishing, spending less time in class while generating more student contact hours, and spending more time on administration.

Faculty in "other four-year" schools, principally medical and engineering schools, were rewarded for publishing, bringing in grant money, and spending time on administration. Being in an institution with collective bargaining also predicted higher pay. Seniority, holding the Ph.D., gender, and collective bargaining were positively related to pay in community and junior colleges. The only behavioral indicator of pay was spending more time on administration.

Table 8 summarizes the regression results by type of institution and source of control.

Seniority (all publics, four out of five privates) and demographic characteristics, including gender (all publics, three out of five privates) and high paying field (all publics, two out of five privates) were important pay predictors. Publishing (all publics, four out of five privates), spending more time on research and less on teaching (all publics, two out of five privates), teaching only graduate students (all publics, two out of five privates), and spending more time on administration (all publics, four out of five privates), were the most consistent positive behavioral predictors of pay. Hours spent in class was positively related to pay in public doctoral and comprehensive institutions, and negatively related to pay in two out of five types of private schools.

The research and scholarship-oriented model, these results suggest, dominated the reward structure at each type of four-year institution regardless of mission, including comprehensive and liberal arts colleges that historically emphasized undergraduate education. Teaching activity and productivity was largely a neutral or negative factor in pay, except for the modest positive relationship between pay and time spent in class or student contact hours generated at public institutions.

2. Program Area

To examine faculty rewards across discipline, regression analyses were carried out by type of academic program. Dummy variables indicating type of institution and source of control were added to the analyses. The results are discussed in descending order by average salary of the program area. (Table 9)

Publishing and teaching only graduate students were positive predictors of basic salary for faculty members in the health sciences. So were time spent on administration and gender. Engineering faculty were rewarded for doing more research and less teaching, publishing, and being a principal investigator on an externally funded grant. Senior faculty members received more pay than junior counterparts. Highly paid faculty members in agriculture and home economics had seniority, and were likely to be male and to hold the doctorate, to spend more time on administration, and to obtain external research funding. For business faculty members, publishing and holding the doctorate were positively related to pay.

Faculty members in the natural sciences

TABLE 8

SIGNIFICANT PREDICTORS OF BASIC SALARY—FOUR-YEAR AND TWO-YEAR INSTITUTIONS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Public															
Research	R square = .38 N (unweighted) = 883														
Beta	3081	2679		6474			1453			1469	1359	3376	1115	3929	
Beta-Std.	.17	.14		.29			.09			.10	.07	.24	.07	.22	
P level	.0001	.0001		.0001			.02			.002	.03	.0001	.02	.0001	
Doctoral	R square = .51 N (unweighted) = 499														
Beta	5181	1680		2130	2532		1547		1197	5056	2035	4111		989	
Beta-Std.	.37	.13		.16	.13		.09		.10	.27	.13	.21		.07	
P level	.0001	.0002		.0001	.0001		.03		.01	.0001	.001	.0001		.04	
Comprehensive	R square = .50 N (unweighted) = 960														
Beta	4759	1889	750	2309	3528	3959	1445			7603	1395	2493		2742	
Beta-Std.	.34	.15	.06	.21	.19	.15	.10			.30	.08	.12		.22	
P level	.0001	.0001	.01	.0001	.0001	.0001	.0003			.0001	.004	.0001		.0001	
Two-year	R square = .35 N (unweighted) = 371														
Beta	4885	868		1320		2712								1727	
Beta-Std.	.53	.09		.15		.12								.17	
P level	.0001	.03		.02		.008								.0004	
Private															
Research	R square = .52 N (unweighted) = 236														
Beta	4013	2954		7044						3583		5398		8561	3429
Beta-Std.	.19	.11		.25						.22		.33		.33	.12
P level	.001	.02		.0001						.0002		.0001		.0001	.02
Doctoral	R square = .36 N (unweighted) = 145														
Beta	3476											2540			
Beta-Std.	.27											.15			
P level	.001											.01			
Comprehensive	R square = .58 N (unweighted) = 438														
Beta	4156	1515		4502	2715	-3285	4757	1804	4454	2810	2040			981	-866
Beta-Std.	.35	.13		.26	.07	-.17	.15	.10	.19	.14	.08			.08	-.07
P level	.0001	.0002		.0001	.03	.0001	.0002	.007	.0001	.0001	.02			.05	.04
Liberal Arts	R square = .46 N (unweighted) = 341														
Beta	4847	2124	-1002	1331			-2185	3828		3357	5144			1695	
Beta-Std.	.45	.20	-.09	.15			-.15	.12		.20	.18			.15	
P level	.0001	.0001	.04	.001			.006	.03		.0001	.0001			.006	
Other Four-year	R square = .51 N (unweighted) = 103														
Beta					17308					-6436		7733	7373	11923	
Beta-Std.					.26					-.32		.37	.27	.31	
P level					.005					.003		.002	.005	.0003	

1 = Seniority

2 = Male

3 = Minority

4 = Highest degree—doctorate

5 = High paying field

6 = Union

7 = Number of hours teaching in class per week

8 = Student contact hours per semester

9 = Taught only undergraduate students

10 = Taught only graduate students

11 = More research/less teaching

12 = Number of refereed publications, career

13 = Principal investigator on research project, Fall, 1987

14 = Percent of time on administration

15 = Percent of time on service

N.A. = Not Applicable

SOURCE: NSOPF, 1988.

TABLE 9

SIGNIFICANT PREDICTORS OF BASIC SALARY, BY PROGRAM AREA—FOUR-YEAR INSTITUTIONS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Agr./Home Eco.	R square = .58 N (unweighted) = 157														
Beta	4495	3167		3636									3368	3476	
Beta-Std.	.33	.27		.22									.28	.26	
P level	.0001	.0001		.001								.0001	.0002		
Business	R square = .45 N (unweighted) = 154														
Beta				2304						15964					
Beta-Std.				.16						.38					
P level				.04						.0001					
Education	R square = .52 N (unweighted) = 341														
Beta	5107	1403	877	1053		2611	-.2255		-1191			4961		1251	
Beta-Std.	.45	.15	.08	.10		.12	-.16		-.09			.28		.12	
P level	.0001	.0004	.04	.02		.005	.001		.03			.0001	.008		
Engineering	R square = .46 N (unweighted) = 134														
Beta	3152		-1664							3061	4009	2417			
Beta-Std.	.29		-.17							.21	.26	.22			
P level	.001		.03							.03	.002	.01			
Fine Arts	R square = .45 N (unweighted) = 232														
Beta	4253			1340		5530				4075		2952		1464	
Beta-Std.	.42			.18		.27				.21		.14		.15	
P level	.0001			.002		.0001				.001		.01		.02	
Health Sciences	R square = .63 N (unweighted) = 185														
Beta		8533								5060		14084		5641	
Beta-Std.		.36								.27		.38		.23	
P level		.0001								.0001		.0001		.0001	
Humanities	R square = .48 N (unweighted) = 939														
Beta	5295	1013		1386		1731	-.3792	4088				1900		1851	-.1473
Beta-Std.	.45	.09		.11		.07	-.19	.12				.15		.16	-.10
P level	.0001	.0002		.0001		.009	.0001	.0001				.0001		.0001	.0004
Natural Sciences	R square = .49 N (unweighted) = 441														
Beta	4502					4208				1612	1618	3326	2029	4472	
Beta-Std.	.30					.13				.12	.12	.31	.15	.25	
P level	.0001					.001				.007	.03	.0001	.0005	.0001	
Social Sciences	R square = .50 N (unweighted) = 648														
Beta	5267	1015	1158	1665	980	3731	1042	1944							
Beta-Std.	.41	.08	.07	.07	.08	.26	.08	.17							
P level	.0001	.006		.02	.05						.006	.0001	.01	.0001	
Other Fields	R square = .52 N (unweighted) = 271														
Beta	5246			1782	8438		-.4177	6305				3662	2288		
Beta-Std.	.32			.12	.24		-.14	.16				.24	.10		
P level	.0001			.02	.0001		.02	.001				.0001	.03		

1 = Seniority

2 = Male

3 = Minority

4 = Highest degree—doctorate

5 = Doctoral-granting institution

6 = Union

7 = Number of hours teaching in class per week

8 = Student contact hours per semester

9 = Taught only undergraduate students

10 = Taught only graduate students

11 = More research/less teaching

12 = Number of refereed publications, career

13 = Principal investigator on research project, Fall, 1987

14 = Percent of time on administration

15 = Percent of time on service

N.A. = Not Applicable

SOURCE: NSOPF, 1988.

were rewarded for following a graduate-oriented research behavioral model—publishing, bringing in funded research projects, spending more time on research and less on teaching, and focusing on graduate instruction. Spending more time on administration, seniority, and working under a collective bargaining agreement were also positively related to pay.

Spending fewer hours in class while teaching more students was positively related to pay for faculty in "other fields." Publishing, obtaining research funding, seniority, holding the doctorate and working in a doctoral-granting institution were also positively related to salary.⁷³

Faculty members in the social sciences who received the highest pay, like their colleagues in the natural sciences, emphasized publications, more research and less teaching, administration, and attaining funded research dollars. Seniority, gender, holding the doctorate, and working in a doctoral-granting institution were also positively related to salary. Positive demographic correlates with pay for faculty members in the humanities included seniority, gender, and holding the doctorate. Having more publications, spending more time on research and less on teaching, and spending fewer hours in class per week while generating more student contact hours were also positively related to basic salary. Working in an institution under collective bargaining and spending time on administration were positively related to pay. But pay and spending time on public service were negatively related.

Senior male faculty members in education who worked in institutions with collective bargaining agreements received the most pay; membership in an ethnic or racial minority and holding the doctorate were also positively related to salary. So were publishing, spending fewer hours in class per week, and devoting more time to administration. But teaching only undergraduates was negatively related to pay. Seniority, holding the doctorate, and working under a collective bargaining agreement were positively related to basic salary for faculty members in the fine arts. Spending more time on administration, teaching only graduate students, and publishing also translated into higher pay.

The predictors of pay for different program areas thus did not vary by source of control—public or private—or, for the most part, by

type of institution. Publishing was the most frequent predictor of pay—nine out of ten program areas. Other recurring measures of research activity positively related to pay included obtaining funded research projects—five out of ten program areas—and spending more time on research, less on teaching—four out of ten program areas.

Indicators of teaching productivity and workload were usually unrelated or negatively related to pay. Hours spent in class per week was related to pay in only three program areas; the relationship was negative. The positive correlation between pay and student contact hours generated in two of three program areas suggests the wisdom of teaching larger classes. Teaching only graduate students was positively related to pay in three program areas. Spending time on administration, on the other hand, was a positive indicator of pay in seven out of ten program areas.

Working in an institution under collective bargaining was positively related to pay in education, fine arts, the humanities, and the natural sciences. Collective bargaining may therefore be a particularly important resource for faculty members in lower paying fields. Seniority and holding the doctorate predicted income in eight and seven out of ten program areas, respectively. Being a male had the same effect in five out of ten.

CONCLUSIONS

Research and scholarship—as well as seniority and gender—were key determinants of faculty pay, regardless of institutional type or mission, source of control, or program area. Except for community colleges, where experience and length of service predicted higher pay, faculty members who spent more time on research and who published the most were paid more than their teaching-oriented colleagues. Norms developed during graduate training, usually in doctoral-granting, research institutions, resist the different norms applied during employment. Also, apparent differences in mission between, for example, comprehensives and research institutions, may not be real: research productivity was an equally important pay determinant at nondoctoral institutions and at elite research universities. Our findings mainly supported proposition two—teaching was a neutral factor in pay—and

proposition three—teaching was negatively related to pay. The only support for proposition one was the modest positive relationship between classroom productivity and pay in public four-year institutions.⁷⁴

Making teaching the primary function of faculty life requires a radical shift in faculty reward structures, even at institutions that profess the centrality of undergraduate teaching. Even modest efforts to revitalize undergraduate education or to restore a balance to teaching in the faculty reward structure, directly confront the prevalent view—that faculty members should be judged principally by their research and publishing activity.⁷⁵

AUTHOR'S NOTES

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NOTES

¹ Study Group on the Conditions of Excellence in American Higher Education, 1984.

² Boyer, 1987.

³ Jacobsen, 1992; Huber, 1992, for example.

⁴ Carnegie, 1989.

⁵ Bok, 1992, 16.

⁶ See, for example, Carnegie, 1989.

⁷ Russell, Cox, and Boismier, 1990, 12-13, on department chairs. Bowen and Schuster, 1986, Cook, Kinnertz, and Owens-Misner, 1990, and Peters and Mayfield, 1982 on faculty perceptions.

⁸ Inflation: American Association of University Professors, 1989; Arney, 1983; California State Postsecondary Education Commission, 1989; College and University Personnel Association (CUPA), 1986a, 1986b; Dillon and Marsh, 1981; Hansen, 1985; Keister and Keister, 1989. Shortages: Bowen and Sosa 1990; Fairweather, 1989; Lozier and Doors, 1988. Discrimination: Daymont and Andrisani, 1984; Elmore and Blackburn, 1983; Gordon and Morton, 1974; White, 1990. Merit pay: Koehler, 1986. Mobility: Breneman and Youn, 1988; Burke, 1988; Ehrenberg, Kasper, and Rees, 1991; Matier, 1990; Solomon, 1978. Hiring policies: Wyer and Conrad, 1984.

⁹ Kasten's 1984 review included Fulton and Trow, 1974; Katz, 1973; Rossman, 1976; Siegfried and White, 1973; Tuckman, Gapinski, and Hagemann, 1977; Tuckman and Hagemann, 1976; Tuckman and Leahy, 1975.

¹⁰ Positive: Hoyt, 1974; Kasten, 1984; Katz, 1973; Koch and Chizmar, 1973; Rossman, 1976; Salthouse, McKeachie, and Yin, 1978; Siegfried and White, 1973. Unrelated: Tuckman, Gapinski, and Hagemann, 1977; Tuckman and Hagemann, 1976. Negative: Marsh and Dillon, 1980.

¹¹ Berman and Skeff, 1988; see also O'Connell, 1983.

¹² Bowen and Schuster, 1986, suggest this categorization.

¹³ Russell, Fairweather, Cox, Williamson, Boismier, and Javitz, 1990, 97-98.

¹⁴ Type of Institutions: Carnegie, 1987. Confirmation as Key variable: Fulton and Trow, 1984.

¹⁵ NSOPF asked, "For the calendar year 1987, what were your gross earnings before taxes for your basic salary at this institution?" Studies that used basic salaries as a compensation indicator: CUPA, 1986a, 1986b; Dillon and Marsh, 1981; Gordon and Morton, 1974; Hansen, 1985; Katz, 1973; Keister and Keister, 1989; Siegfried and White, 1973.

¹⁶ Rank: Fulton and Trow, 1974; discipline: Fulton and Trow, 1974, Gordon and Morton, 1974; Hansen 1985; gender: Daymont and Andrisani, 1984; Gordon and Morton, 1974; ethnicity: Gordon and Morton, 1974.

¹⁷ High paying field was scored as follows: 1 = program areas with average salaries above the overall mean (engineering and health sciences), 0 = program areas with average salaries at the overall mean (agriculture/home economics, business, natural sciences), -1 = program areas with average salaries below the overall mean (education, fine arts, humanities, social sciences, other fields).

¹⁸ See Baldrige, Curtis, Ecker, and Riley, 1978; Fulton and Trow, 1974.

¹⁹ See Bayer, 1973; Fulton and Trow, 1974.

²⁰ See Bayer, 1973.

²¹ See Baldrige et al., 1978; Ladd and Lipset, 1975.

²² See Ladd, 1979.

²³ See Baldrige et al., 1978; Bayer, 1973.

²⁴ Correlations greater than $\pm .30$. Basic salary: percent time, teaching (-.43); publications, career (.42). Age: time in rank (.67); years at institution (.69). Time in rank: years at institution (.65). Percent time, teaching: taught only graduate students (-.34); percent time, research (-.62); publications, career (-.31); principal investigator (-.36); percent time, administration (-.42). Hours in class: student contact hours

(-.45). Percent time, research: publications, career (.33); principal investigator (.41).

²⁵ Composite variables: rotated weights for principal components, four- and two-year institutions (only weights >.10 and <.97 reported, starred weights = meaningful contributor to component, source: NSOPE, 1988): Four-year institutions: percent time, teaching: more research/less teaching (-.83*); percent time, administration (-.41); percent time service (-.11). Percent time, research: more research/less teaching (.95*); percent time, administration (-.30). Time in rank: seniority (.88*). Age: publications (.14); seniority (.85*). Two-year institutions: Age: male (-.10); classroom productivity (.12); minority faculty member (-.14); publications (-.12); seniority (.77*). Time in rank: minority faculty member (.11); seniority (.84*). Years in current job: seniority (.89*). Percent time, teaching: percent time, research (-.38); highest degree—doctorate (-.32); more administration/less teaching (-.63*). Hours in class per week: male (.13); highest degree—doctorate (-.23); more administration/less teaching (-.13); classroom productivity (.76*); seniority (-.12). Student contact hours: highest degree—doctorate (.17); classroom productivity (.90*). Percent time, administration: percent time, research (-.15); percent time, service (-.14); more administration/less teaching (1.00*).

²⁶ The criterion for minimally acceptable level of significance for statistical tests was $p < .05$. When multiple pairs were compared simultaneously, such as in the comparison of each program area mean with the overall average, the acceptable significance level was increased by the Bonferroni adjustment (i.e., dividing the level of significance by the number of multiple comparisons). The presentation of *t*-test results for mean differences or for differences between proportions is as follows: $t(\text{comparison reference}) = t\text{-value}$, $p\text{-value}$ (level of significance), where, for example, the comparison might be research universities versus comprehensive colleges and universities [referred to as $t(\text{res}/\text{comp})$]. The relevant symbols are: res = research universities, doc = doctoral-granting universities, comp = comprehensive colleges and universities, lib = liberal arts colleges, other = other four-year institutions, cc = two-year or community colleges. The footnotes only show statistically significant differences.

²⁷ The distributions of some variables did not permit use of quartiles for analyses. Few faculty members in four-year institutions spent much time on service, so the variable was split into two parts: respondents who spent more than five percent of their time on service, and respondents who spent less than five percent. For faculty members in two-year colleges, percent of time spent on research, percent of time spent on service, and total publica-

tions (career) were split into three groups: one-half of two-year college faculty in the first group and the remainder into the top two quartiles. This procedure was required because almost one-half of all two-year college faculty neither spent any time on research or service, nor published.

²⁸ Population estimates from survey data were based on weights derived from the inverse of the probability of a faculty member in a particular type of institution being selected. The probability of selecting a faculty member for the sample was a function of the odds of an institution being selected from the universe of accredited postsecondary institutions, the probability of a faculty member being selected from the population of faculty within his or her institution, and the sampling rate for employment status (full- or part-time) and program area (Russell, Fairweather, Cox et al., 1990, 99).

²⁹ Previous research demonstrated the importance of controlling for type of institution in analyses of faculty behavior (Baldrige et al., 1978; Bayer, 1973; Fulton and Trow, 1974; Ladd, 1979).

³⁰ Estimates of regression coefficients were unbiased. A study of residuals showed no evidence of heteroscedasticity or for the need to transform variables. The analysis of residuals showed no evidence of interaction effects or for the need to explore quadratic or other polynomial equations.

³¹ $t(\text{other}/\text{res}) = 2.55$, $p < .05$; $t(\text{res}/\text{doc}) = 14.89$, $p < .001$; $t(\text{doc}/\text{comp}) = 2.65$, $p < .01$, $t(\text{comp}/\text{lib}) = 9.84$, $p < .001$.

³² Private: $t(\text{res}/\text{doc}) = 7.15$, $p < .001$; $t(\text{doc}/\text{comp}) = 5.34$, $p < .0001$, $t(\text{comp}/\text{lib}) = 3.81$, $p < .001$. Public: $t(\text{res}/\text{doc}) = 13.30$, $p < .001$.

³³ $t(\text{education}) = -10.05$, $p < .001$; $t(\text{engineering}) = 3.41$, $p < .001$; $t(\text{fine arts}) = 13.13$, $p < .001$; $t(\text{health sciences}) = 7.89$, $p < .001$; $t(\text{humanities}) = 13.28$, $p < .001$; $t(\text{social sciences}) = 7.96$, $p < .001$; $t(\text{other}) = 3.87$, $p < .001$.

³⁴ Promotion: Bowen and Shuster, 1986; Boyer, 1987; Carnegie, 1989. Pay: Kasten, 1984.

³⁵ All types of publics: $t(35/35-52) = -10.39$, $p < .001$; $t(35-52/53-71) = -7.55$, $p < .001$; $t(53-71/72) = 3.99$, $p < .001$. By type of institution: Research: $t(35/35-52) = -6.34$, $p < .001$; $t(35-52/53-71) = -2.73$, $p < .01$; $t(53-71/72) = -2.70$, $p < .01$; Doctoral: $t(35/35-52) = -3.36$, $p < .001$; $t(35-52/53-71) = -4.00$, $p < .001$; Comprehensive: $t(35/35-52) = -5.60$, $p < .001$; $t(35-52/53-71) = -3.81$, $p < .001$.

³⁶ $t(35/35-52) = -7.46$, $p < .001$; $t(35-52/53-71) = -5.86$, $p < .001$; $t(53-71/72) = -4.47$, $p < .001$.

³⁷ Research: $t(35/35-52) = -3.63$, $p < .001$; $t(35-52/53-71) = 5.13$, $p < .001$; $t(35-52/53-71) = 2.54$, $p < .05$.

³⁸ Basic salary (means), by teaching-related variables at public two-year colleges (Source: NSOPF, 1988): Percent time, teaching: < 65% = \$34,585 (SE=706); 65-75% = \$34,519 (SE=670); 76-89% = \$31,984 (SE=874); > 89% = \$36,107 (SE=688). Hours per week teaching in class: < 12 = \$34,124 (SE=790); 12-14 = \$35,150 (SE=881); 15-18 = \$34,017 (SE=623); > 18 = \$33,450 (SE=702). Number of student contact hours per week: < 262 = \$32,872 (SE=717); 262-376 = \$32,543 (SE=731); 377-504 = \$34,287 (SE=806); > 504 = \$36,804 (SE=628).

³⁹ $t(6/6-8) = -8.13, p < .001$; $t(6-8/9-11) = -7.02, p < .001$.

⁴⁰ $t(6/6-8) = -4.23, p < .001$; $t(6-8/9-11) = -3.94, p < .001$; $t(9-11/12) = -2.20, p < .05$.

⁴¹ Research: $t(6/6-8) = -4.60, p < .001$; $t(6-8/9-11) = -5.21, p < .001$; $t(11-29/30) = -4.91, p < .001$; $t(218-359/360) = 4.50, p < .001$.

⁴⁴ $t(110/110-217) = -9.94, p < .001$; $t(218-359/360) = 5.91, p < .001$.

⁴⁵ Research: $t(110/111-2170) = -6.16, p < .001$; $t(218-359/360) = 10.62, p < .001$; Doctoral: $t(110-217/218-359) = -2.70, p < .01$; Comprehensive: $t(110/110-217) = -4.02, p < .001$.

⁴⁶ Research: $t(110/110-217) = -4.06, p < .001$.

⁴⁷ $t(262/505) = 4.13, p < .001$.

⁴⁸ $t(\text{grad/undergrad}) = 5.30, p < .001$; $t(\text{grad/both}) = 8.39, p < .001$.

⁴⁹ $t(\text{grad/undergrad}) = 5.24, p < .001$; $t(\text{grad/both}) = 8.06, p < .001$.

⁵⁰ Research: $t(\text{grad/undergrad}) = 2.92, p < .01$; $t(\text{grad/both}) = 3.82, p < .001$; Doctoral: $t(\text{grad/undergrad}) = 3.15, p < .01$; $t(\text{grad/both}) = 4.83, p < .001$. Comprehensive: $t(\text{grad/undergrad}) = 2.86, p < .01$; $t(\text{grad/both}) = 3.53, p < .001$.

⁵¹ Research: $t(\text{grad/undergrad}) = 1.99, p < .05$; $t(\text{grad/both}) = 3.28, p < .01$.

⁵² $t(5/5-15) = 3.25, p < .01$; $t(5-15/16-33) = 3.52, p < .001$; $t(16-33/34) = 3.87, p < .001$.

⁵³ $t(5-15/16-3 \times 3) = 4.69, p < .001$; $t(16-33/34) = 3.63, p < .001$.

⁵⁴ Doctoral: $t(16-33/34) = 3.37, p < .001$; comprehensive: $t(5/34) = 2.81, p < .01$.

⁵⁵ Doctoral: $t(5/16-33) = 2.31, p < .05$; $t(5/34) = 2.58, p < .01$; Other: $t(5/34) = 2.14, p < .05$.

⁵⁶ Basic salary (means), by research-related variables at public two-year colleges (Source: NSOPF, 1988): Percent time, research/scholarship: < 1% = \$34,155 (SE=521); 1-4% = \$32,857 (SE=724); > 5% = \$34,491 (SE=744). Number of refereed publications (career): 0 = \$32,749 (SE=515); 1-2 = \$35,319 (SE=890); > 2 = \$36,266 (SE=765).

⁵⁷ $t(2/2-10) = -2.97, p < .001$; $t(2-10/11-29) = -7.88, p < .001$; $t(11-29/30) = -13.75, p < .001$.

⁵⁸ $t(2/2-10) = -7.97, p < .001$; $t(2-10/11-29) = -5.57, p < .001$; $t(11-29/30) = -10.05, p < .001$.

⁵⁹ Research: $t(2-10/11-29) = -2.34, p < .05$; $t(11-29/30) = -7.88, p < .001$; Doctoral: $t(2-10/11-29) = -4.80, p < .001$; $t(11-29/30) = -6.23, p < .001$; Comprehensive: $t(2/2-10) = -2.18, p < .05$; $t(2-10/11-29) = -6.00, p < .001$; $t(11-29/30) = -3.71, p < .001$.

⁶⁰ Research: $t(2-10/11-29) = -2.10, p < .05$; $t(11-29/30) = -7.07, p < .001$; Doctoral: $t(2-10/11-29) = -4.46, p < .001$; $t(2/30) = -5.58, p < .001$; $t(2-10/30) = -2.88, p < .01$; Comprehensive: $t(2/2-10) = -2.91, p < .01$; $t(11-29/30) = -2.74, p < .01$; Liberal Arts: $t(2/2-10) = -4.75, p < .001$; $t(2-10/11-29) = -3.65, p < .001$; Other: $t(2/11-29) = -2.12, p < .05$; $t(11-29/30) = -2.26, p < .05$.

⁶¹ $t(0/1-2) = -2.50, p < .05$.

⁶² All publics: $t(PI) = 11.54, p < .001$; All privates: $t(PI) = 8.94, p < .001$.

⁶³ Research: $t(PI) = 6.28, p < .001$; Doctoral: $t(PI) = 4.88, p < .001$; Comprehensive: $t(PI) = 3.89, p < .001$.

⁶⁴ Research: $t(PI) = 2.23, p < .05$; Other: $t(PI) = 3.25, p < .01$.

⁶⁵ Department chairs without instructional duties were excluded from these analyses.

⁶⁶ $t(5/5-9) = -2.13, p < .05$; $t(10-19/20) = -8.02, p < .001$.

⁶⁷ $t(10-19/20) = -3.77, p < .001$.

⁶⁸ Research: $t(10-19/20) = -6.56, p < .001$; Doctoral: $t(10-19/20) = -2.31, p < .231, p < .05$; Comprehensive: $t(5-9/10-19) = -2.64, p < .01$; $t(10-19/20) = -4.83, p < .001$.

⁶⁹ Doctoral: $t(5/20) = -3.15, p < .01$; Comprehensive: $t(10-19/20) = -4.85, p < .001$.

⁷⁰ Basic salary (means), by administration and service-related variables at public two-year colleges (Source: NSOPF, 1988): Percent time, administration: < 2% = \$33,729 (SE=751); 2.0-5.1% = \$33,829 (SE=797); 5.2-100.0% = \$34,320 (SE=749); $\geq 11\%$ = \$34,615 (SE=725). Percent time, public service: 0 = \$34,563 (SE=471); 1.0-3.5% = \$33,214 (SE=989); $\geq 3.6\%$ = \$33,934 (SE=747).

⁷¹ $t = 4.40, p < .001$.

⁷² The exception: public research universities where time spent in class per week showed a positive, though weak, relationship to pay.

⁷³ Doctoral-granting institution: Beta = .8438; standardized Beta = .24; P level = .0001.

⁷⁴ These results are consistent with prior research that showed teaching as a negative or a neutral factor in pay. Marsh and Dillon, 1980; Tuckman,

Gapinski, and Hagemann, 1977; Tuckman and Hagemann, 1976.

⁷⁵ Boyer, 1987, and Bowen and Schuster, 1986, respectively.

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TRENDS IN BARGAINING

by Christine Maitland and Rachel Hendrickson

Christine Maitland has worked for education unions for the last 13 years and has experience in organizational development, grievance/arbitration work, negotiations, and budget analysis. Currently, she is the higher education coordinator for the National Education Association. Maitland has a doctorate from Claremont Graduate School and publishes in the field of labor relations.

Rachel Hendrickson is a higher education specialist with the National Education Association. She has a Ph.D. in English and her master of science degree in Industrial Relations from the University of Rhode Island. Hendrickson is Newsletter editor for and on the board of the Industrial Relations Research Association. She has been active in studying the issues of and advocating for women's rights in the workplace.

Collective bargaining in American higher education emerged in the late 1960s and early 1970s. Faculty members at Henry Ford Community College—the first unionized postsecondary institution—began to bargain in 1966. Two small special-purpose four-year colleges—the United States Merchant Marine Academy and the Bryant College of Business Administration in Rhode Island—soon followed. Bargaining agreements at City University of New York (CUNY), the first four year *system* to organize, took effect in September, 1969. The movement gathered momentum in summer, 1970, when two public institutions, Southeastern Massachusetts University and Central Michigan University, and a private institution, St. John's University in New York, negotiated contracts with their faculties.¹ Organizing proceeded at a healthy pace during the rest of the decade.

By 1979, unions represented more than 86,000 faculty members in 66 private and 161 public institutions.² The fate of bargaining in private and public colleges then diverged. A 1970 ruling had declared that faculty members at private colleges and universities had the right to organize under the National Labor Relations Act (1935). But the Supreme Court, in the *Yeshiva* case (1980), ruled that higher education faculty members covered by NLRA who participated in managerial decision-making were ineligible to bargain collectively. This ruling slowed organizing and provided the impetus for decertification petitions in existing units on campuses where the administration could demonstrate that faculty members participated in the decision-making.

Union membership in the public sector, in contrast, continued to grow. Faculty members in public universities and colleges are not covered by the *Yeshiva* decision, and their right to organize and bargain is protected by law in 29 states. Michigan and Massachusetts passed the first permissive laws in 1965, and by 1976, 24 states had enabling legislation for bargaining in higher education. Only three additional states—California, Ohio, and Illinois—accorded higher education faculty members bargaining rights in the next seven years. The total rose to the present level when New Mexico passed a bargaining law in 1992.³

By the late 1980s, the pace of bargaining elections for faculty units slowed, since many eligible faculty members had already voted for

an agent or for no representation.⁴ The unions then turned from faculty organizing to servicing existing units, and organizing support staff. About 229,000 faculty members—approximately one-third of the American professoriate—are now represented by bargaining agents.⁵

Three national unions organize faculty members in higher education: the National Education Association (NEA), the American Federation of Teachers (AFT), and the American Association of University Professors (AAUP). NEA with 2.2 million members is the largest union in the nation, but it is not affiliated with the AFL-CIO. NEA has some 85,000 higher education members, though most members are K-12 teachers and support personnel. (See Appendix for a list of NEA Bargaining Units.) "The NEA offers to potential affiliates in higher education," wrote James Garbarino, "a very large and politically influential, well-financed alliance with the rest of the educational sector."⁶ The AFT, an AFL-CIO affiliate, claims about 65,000 higher education members. "The AFT," Garbarino noted, "offers a link with the mainstream labor movement, politically vigorous at important levels of government and holding out the possibility of joint support in economic actions that might be undertaken."⁷ Membership in AAUP, the smallest of the three organizations, declined from 52,000 to 35,000 active members between 1983 and 1993.

"The AAUP's unique asset," added Garbarino, "is its lack of ties to either elementary or secondary education or the traditional labor movement, combined with a long history of recognition as an effective and prestigious spokesman for higher education in its most attractive guise."⁸

Both conflict and cooperation characterized relations between these associations during organizing campaigns. Coalitions of local affiliates of the national unions were characteristic of the faculty union movement—especially in the larger bargaining units—during the 1970s. In 1983, coalitions represented four of the eight units in four-year institutions with more than 2,500 members. AFT and AAUP represented the faculty at CUNY and the Pennsylvania State College System, while NEA, AAUP, and SEIU represented faculty members in the California State University system. NEA and AAUP represented the University of Hawaii, but in 1993 the unit disaffiliated from AAUP.

Other unions have organized nonfaculty workers at private and public universities. The United Automobile Workers (UAW) and the American Federation of State, County, and Municipal Employees (AFSCME) conducted visible and successful organizing efforts among clerical workers at Yale (1984) and Harvard (1988), respectively. The California State Employees Association, later affiliated with the Service Employees International Union (SEIU),

TABLE 1

CAMPUSES REPRESENTED BY RECOGNIZED FACULTY BARGAINING AGENTS—PUBLIC AND PRIVATE, 1992

Institutions	AAUP/ AFT/ AAUP/ AFT/ AAUP NEA/													Total
	AAUP	AFT	NEA	IND	AFT	NEA	NEA	IND	IND	IND	AFGE	AFSCME	Other	
Public														
Four-year	52	99	54	11	20	0	30	1	0	2	4	0	273	
Two-year	8	177	310	54	3	1	0	0	12	0	0	0	0	565
TOTAL	60	276	364	65	23	1	30	0	13	0	2	4	0	N=838
Private														
Four-year	21	22	10	8	0	0	0	1	2	0	0	0	7	71
Two-year	4	4	3	2	0	0	0	0	0	0	0	0	0	13
TOTAL	25	26	13	10	0	0	0	1	2	0	0	0	7	84
Summary														
Four-year	73	121	64	19	20	0	30	1	3	0	2	4	7	344
Two-year	12	181	313	56	3	1	0	0	12	0	0	0	0	578
TOTAL	85	302	377	75	23	1	30	1	15	0	2	4	7	N=922

organized a large public sector unit at the California State University system. AFSCME organized a unit at the University of Iowa (1984); the Communications Workers of America and SEIU organized units on several Ohio campuses (1986).

More than 400,000 nonfaculty higher education employees, according to a recent estimate, are organized on campuses nationwide—34 percent of the 1.1 million total.⁹ Despite the greater absolute number of organized, nonfaculty employees, the rate of organization is about the same for faculty and staff members. And, as with faculty units, a greater percentage of public institutions have staff units (55.7 percent public vs. 16.8 percent private). Within the public sector, more two-year colleges have agents than four-year campuses. Job classifications in nonfaculty units fall into six categories: clerical, professional, technical, health care, blue collar, and security. Blue collar employees are more likely to be unionized than white collar employees (43.8 percent vs. 31.1 percent). Among the white collar, 40.4 percent are clericals and 24.4 percent are professional/technical workers. Many unions are actively organizing on campuses. AFSCME and SEIU have units on 168 and 32 campuses, respectively. NEA and AFT have support personnel and nonteaching professionals units on 27 and 32 campuses, respectively.¹⁰

Bargaining on campus at first was the subject of considerable scrutiny and speculation. Would unions change decision-making patterns on campus, or affect collegiality? But the post-Yeshiva scholarly and polemical commentary on bargaining conditions and agreements diminished considerably.¹¹ To compensate for this lacuna, the NEA Higher Education Research Center selected and analyzed a nationwide sample of approximately 120 contracts. The sample balanced two-year and four-year campuses, geography, and type of employee—support personnel, nonfaculty professionals, and faculty members. The texts of these contracts were scanned into a computer, and then analyzed by searching for specific words or phrases. This chapter focuses on three areas of employee rights:

- the new *Family Medical Leave Act* and the need to renegotiate language that complies with the law.

- sexual harassment after the Supreme Court's decision in the 1992 *Franklin* case.
- retrenchment and layoff provisions in contracts.

FAMILY LEAVE POLICIES

The majority of higher education initial contracts were bargained in the 1970s. Few contractual refinements since then reflect changes in societal or faculty demographics. Enactment of the *Family Medical Leave Act* (FMLA) in early 1993 will impel colleges and unions to formulate new contract language for covered family issues.

FMLA will, to begin with, force the standardization of the confusing terminology in many current contracts. "Parental leave," "child care leave," even "maternity leave," are used interchangeably or inconsistently with FMLA. FMLA defines family leave as all leave that relates to:

- The birth of, and caring for, a son or daughter;¹²
- The placement of a son or daughter for adoption or foster care;
- The care of a spouse, son, daughter, or parent with a serious health condition;
- The illness of the employee, if the health condition renders the employee unable to perform his or her job.

Employees are entitled to 12 workweeks of paid or unpaid leave per 12-month period, plus intermittent leave when medically necessary. FMLA contains a notification requirement. Foreseeable leaves, such as for a birth or planned adoption, require not less than 30 days' notice, but such notice as is possible should be given if extenuating or unforeseen circumstances make the 30-day provision impractical.

The act provides specific benefits for employees on family or medical leave:

- The employer must restore the employee to the same or equivalent position upon return from leave, but need not guarantee continued accrual of seniority or employment benefits during leave;
- The employee's health coverage must continue unchanged. But employer-paid premiums are recoverable if the employee fails to

return for reasons other than continued health problems or other circumstances beyond the employee's control.

FMLA provides a new floor on leave benefits to many higher education contracts, especially in the health benefit provisions. The analyzed contracts cover the range of options. Most contracts neither discuss the status of health benefits for employees on leave, nor state that benefits end when a faculty or staff member goes on unpaid leave. Some contracts allow faculty or staff members who paid the necessary premium to remain in the group plan. The Saginaw Valley State ESP provision requires the university to pay up to three months of insurance premiums for a staff person on child care leave and for unpaid personal leave due to family illness.

FMLA allows for intermittent leave upon mutual agreement. But only one institution in the sample, the Florida State University System, permits faculty members to opt for intermittent leave to ensure the continuance of health benefits: "Intermittent use of leave is authorized to enable employees on parental leave to continue to receive the employer contribution to the State insurance program, as well as to meet other financial obligations." FMLA thus will alter the stated contractual reasons, and perhaps the need, for intermittent leave during the first 12 weeks.

FMLA also affects notice and approval provisions. Most contracts contain a 30-day notification provision, but some contracts require more extensive notice. The North Central Voc-Tech and Adult Education contract, for instance, requires the employee to provide notice in the third month of pregnancy.¹⁴ Mt. San Antonio Community College requires an employee to request maternity leave "at least four months prior to the anticipated date of birth," and to have a physician certify her ability to work in the last trimester. North Central Michigan College mandates these procedures for unpaid maternity leave:

An employee may continue working subsequent to her fifth (5th) month of pregnancy, subject to continued certification by her physician that she is able to safely perform her regular job, which certification shall also specify the period of time during which the employee may continue to work. . . . In order to be eligible

for maternity leave, the pregnant employee must give written notice to the Dean of her area of her expected delivery date; said notice must be given not later than the end of the fourth (4th) month of pregnancy.

FMLA, in contrast, asks only if the employee or dependent is ill and unable to perform her duties, not if she is well and able.

Family leave is an entitlement under the FMLA, but many contracts use permissive, not mandatory, approval language. FMLA should therefore produce significant changes in the approval system at some institutions. "Leaves *may* be granted for such reasons as poor health, advanced study, maternity, child care," states the Central Michigan State University contract. ". . . If the leave is recommended by CMU and approved by the Board of Trustees, it shall take effect."¹⁵ The Central Michigan ESP contract provides, "Leaves of absence without pay of up to four (4) months *may* be granted at the discretion of the University. . . . Leaves *may* be granted for such reasons as . . . adoption of a child, serious illness of a member of the employee's family. . . . Special consideration will be given to requests to care for a critically ill parent, spouse, or child." Tacoma Community College allows a male faculty member to take leave for "maternity purposes, upon documentation of his wife's pregnancy and if such leave without pay does not impose a financial or instructional hardship on the college."¹⁶

Few contracts specify any maximum age for dependent children. But several contracts listed a much younger age than the FMLA provision: 30 months in case of an adoption (Kansas City Kansas Community College); "an adopted child of pre-school age" (Luzerne County Community College). The 1992-1995 Oakland Community College contract, in contrast, goes beyond FMLA by defining a family member to include any child under age 23 who is a full-time student.

FMLA will also affect contractual provisions that cover an employee's ability to return from leave. FMLA has special exceptions governing return from leave for elementary and secondary instructional employees, but includes no similar restrictions for postsecondary faculty members. Most contracts specify that a faculty member on maternity leave could return to work when her physician so

certified, but provisions for unpaid family leave are less flexible, and several contracts require that instructional employees return at specified times in the academic year, usually to coincide with the beginning of a term or semester.¹⁷ The Thaddeus Stevens contract specifies the fate of the faculty member's position while she is on leave: "While an employee is on parental leave, the duties of the position shall either be performed by remaining staff and the position kept vacant or they shall be performed by a substitute employee."

Recent negotiations between the California Faculty Association (CFA) and the CSU system dramatically overhauled the *Personal Leaves of Absence Without Pay* section of the CSU contract. The contract distinguishes between the right of a faculty member to maternity leave and to family leave, and gives a CSU president some discretion to deny family leave:

Family leave may be denied by the President if it would cause an undue hardship on the campus. If the President determines that the leave would cause an undue hardship on the campus, the President shall offer a leave of shorter duration only if such leave would not also cause an undue hardship on the campus. The President shall also consider any alternative means suggested by the employee requesting the leave such as a different time period for the leave, a flex-time period, modified work schedule, change in work location, part-time work or job sharing.¹⁷

This provision may be out of compliance with FMLA to the extent that the leave falls within the 12-week entitlement period.

FMLA assures basic protections to faculty and staff members in all institutions and provides a new floor for leave provisions in higher education contracts. Union members with contract provisions below this floor can negotiate even better provisions that address benefit retention, approval procedures, covered dependents, and time and condition of return from leave.

SEXUAL HARASSMENT

Recent controversies involving sexual harassment issues on campus have focused attention on union contracts and faculty hand-

books. Colleges—uncertain about the definition of sexual harassment and facing potential liability for punitive damages following the Supreme Court *Franklin* decision—are reviewing whether to restrict or forbid consensual relations between faculty and students. Contracts and policies reflect the difficulties involved in regulating consensual relations between free adults. Where is the line crossed? When does "consensual" become "coerced"? NEA encourages its units to follow its policy on personal relationships:

The National Education Association recognizes that in institutions of higher education adult students and educators may establish personal relationships. However, such relationships should be voluntary and not be used to coerce or influence others for personal advantage. Thus, the Association believes that sexual relationships between a faculty member and student currently enrolled in the faculty member's course, or under the supervision or direction of the faculty member are unprofessional. The Association urges its affiliates in institutions of higher education to establish strong policies declaring such relationships unprofessional.

The Florida State University contract addresses the issue of consensual relations head on, by emphasizing "exploitation" as much as sexual harassment:

In addition to the parties' concern with respect to sexual harassment in the employment context, the parties also recognize the potential for this form of illegal discrimination against students. *Relationships between employees and students, even if consensual, may become exploitive, and especially so when academic or athletic endeavors are supervised or evaluated by the employee . . . these relationships may also involve a conflict of interest.*¹⁹

Few contracts in our sample refer to sexual harassment, but the growing trend of accusations, lawsuits, and terminations presages the development of more policies on sexual harassment in contracts or handbooks.

General contractual provisions already cover sexual harassment. Many contracts, for instance, contain articles on nondiscrimination, due process, grievance and arbitration

procedures, protections for accused faculty and staff members, and confidentiality. But, sexual harassment is still being defined. The relatively narrow legal definition that evolved from several court cases is still subject to judicial refinement, and some campuses have already expanded this definition to encompass unprofessional behavior ranging from rudeness to exploitation.

Contractual references to sexual harassment usually fall into minimalist or comprehensive categories. Minimalist contracts include sexual harassment in the contract's nondiscrimination clause or refer to a college or faculty handbook. The equal opportunity article in the 1992-1995 Oakland Community College (Michigan) contract concludes, "[N]or will sexual harassment be tolerated, in its employment practices and/or educational programs or activities." The 1990-1994 Association of Pennsylvania State College and University Faculties (APSCUF) contract states:

Neither party hereto nor any FACULTY MEMBER shall discriminate against any other FACULTY MEMBER or candidate for employment on the basis of race, creed, color, sex (*including discrimination by sexual harassment*), handicap, life style, family status, age, national origin, APSCUF membership or activity or lack thereof, or political belief and/or affiliation.

The Skagit Valley College (Washington) contract refers parties to another document: "Sexual harassment matters shall be handled in accordance with the Sexual Harassment Policy . . . (of the Policy and Procedure Manual) and applicable terms of this Agreement."

Institutions with more comprehensive contract language on sexual harassment often employ definitions provided by the Equal Employment Opportunity Commission (EEOC) or by the Supreme Court in *Meritor Savings Bank v. Vinson*. The Florida State University System (FSU) contract, for example, quoted from *Meritor*:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an

individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. (Article 6, Nondiscrimination)

This legal definition might require an arbitrator to base a decision on external precedents and case law. But some contracts cast sexual harassment in more familiar academic terms. *Korf v. Ball State University* (1984) determined that a faculty member's advances to students, even though consensual, constituted unethical conduct and exploitation.²⁰ The FSU contract therefore defines consensual relationships as potentially "exploitive" and leading to a "conflict of interest." The section on discipline in the McHenry County College contract distinguishes between areas subject to progressive discipline or to immediate action without opportunity for remediation. The contract links sexual harassment to assault, theft, and drunkenness—reasonable causes for immediate termination:

The Board shall adopt a progressive discipline standard and denote which infractions are subject to which penalties. Except as specifically noted (e.g., assault, theft, inebriation on the job, sexual harassment, etc.), warnings shall be given and an opportunity rendered to remediate any deficiency noted. (Article 2.17, Discipline)

In sexual harassment cases, faculty and staff members may be either the accused or the victim. Most contracts protect accused employees, but offer few protections for accusers. The FSU contract, which contains extensive clauses on sexual harassment, outlines the grievance procedures for faculty members with discrimination claims:

Grievance Procedures: Claims of such discrimination by the Board or its representatives may be presented as grievances pursuant to Article 20, Grievance Procedure. It is the intent of the parties that matters which may be presented as grievances under Article 20, Grievance

Procedure, be so presented and resolved thereunder instead of using other procedures. The UFF agrees not to process cases arising under this Article when alternate procedures to Article 20 are initiated by the grievant. (Article 6, Non-discrimination)

Employees who seek external redress for harassment are thus foreclosed from the usual grievance procedures. The Youngstown State University Academic-Professional Staff contract also limits the options of the complainant:

The parties agree that allegations of illegal discrimination may be reported to the University Affirmative Action Officer. Alleged violations of the provisions of Article 22.1 may not be processed beyond Step 3 of the grievance procedure established in Article 8. (Article 22)

The Wayne State University faculty contract simply notes the availability—and limitations—of the grievance procedure:

Discrimination resulting from sexual harassment as defined by the Board of Governors' Statute of July 15, 1983, shall be subject to the grievance procedure. Such a grievance may be filed only after remedies under the Board of Governors' Statute have been exhausted.

Contractual language does not always clearly specify who is protected—the complainant or the alleged harasser. Thus, San Joaquin Delta Community College provides for alternative procedures to adjudicate sexual harassment cases:

Complaints involving charges of sexual harassment, crime (whether felony or misdemeanor), or charges of discrimination will not be considered public charges under this Article. These charges will be pursued under appropriate Policies and Procedures. (Article 28, Public Charges)

The Shawnee State University contract calls for an environment free of harassment.

It is the policy of Shawnee State University and the Association to maintain an educational and employment environment that is free from sexual harassment and hostility. If there is a complaint of sexual harassment against a faculty mem-

ber, the provisions in this agreement shall be followed.

But the contract guarantees due process rights only to faculty members accused of harassment—not to faculty members who are the victims. This provision follows customary practice—most contracts accord *accused* faculty and staff members due process and grievance rights in any disciplinary situation, even if a contract does not list sexual harassment as a cause for discipline or termination. But unless a contract specifically refers to protection from sexual harassment, the courts—not contracts—may offer greater protection to *complaining* faculty and staff members.

The sexual harassment provisions of higher education contracts are far from standardized. Some provisions merely stipulate the level of severity in treating alleged harassers. Other contracts settle for statements of philosophy or intent. Still others deal exhaustively with procedural and substantive issues. Future negotiations will mainly emphasize victim protection, since most contracts already provide due process protections for the accused.

RETRENCHMENTS AND LAYOFFS

Thousands of faculty members were fired in the 1970s—a period of severe financial exigency. One survey of 163 institutions found that almost 1,000 full-time faculty members were fired between 1971 and 1974; another survey reported almost 1,400 faculty firings between 1970 and 1980. Yet another report identified over 4,000 faculty members at four-year institutions—including over 1,200 with tenure—fired in a five-year period in the late 1970s and early 1980s.²¹

Many contractual provisions covering retrenchments and layoffs, negotiated after that period, went unutilized until the onset of the 1990s recession. The recent and ongoing layoffs of permanent employees prompted unions to assess the adequacy of existing layoff protections.

Management, most contracts stipulate, has the right to hire, fire, assign work, and promote employees. Faculty members are often consulted about these decisions, but management retains the final decision making authority. Support staff usually do not participate in the decision making. A review of retrench-

ment language in our contract sample affirms this practice: management—often with sole discretion—determines when a layoff is necessary.

One analyst, after reviewing the layoff provisions of 42 faculty contracts, concluded that "contracts provide faculty with a limited and reactive role in retrenchment decision, whereas administrative discretion is extensive."²² Another study of 124 institutions with a 10-year history of bargaining (1975-1985) examined the effect of bargaining on faculty control in 18 academic areas. The authors found that "administrators probably put emphasis on retaining their authority over appointment and retrenchment decision-making and were successful in challenging faculties' demands." Managers, citing budgetary considerations, concluded that "it would be fiscally injudicious . . . to give in to union demands on these two items."²³

Neither study noted that unions utilized activities outside the contract—especially budget analysis and political initiatives—to fight layoffs. When the president at San Diego State University attempted to layoff some 200 tenure-track faculty in 1992 and eliminate nine departments, CFA organized against the layoffs and obtained rescission of the notices. But unions, the analysts note, have fewer options within the contracts.

AAUP defines "financial exigency" as a threat to institutional survival and to academic freedom and tenure rights that requires faculty consultation, but the courts have not upheld the AAUP definition. "[A]cademic freedom," one observer concludes, "is an individualist concept and ill-suited to protect faculty against retrenchment actions that generally involve multiple firings."

[T]he courts have interpreted academic freedom in a narrow, individualistic fashion and have accorded managers discretion in directing the course of broad reorganization in higher education. It is ironic that *Yeshiva* has held that faculty are managers, when in financial exigency and reorganization cases the courts have accorded faculty neither a managerial role nor rights of participation in restructuring decisions.²⁴

Most unions concede discretion to declare a "financial exigency" to the administration, though some contracts provide for consulta-

tion and sharing budget information with faculty committees and unions. Unions, instead, negotiate for alternatives to layoff—including early retirement, leaving positions vacant, the amount of notice, seniority provisions, order of layoff—temporary faculty before tenured, for example—and recall rights. Support staff units are at even greater disadvantage. After the administration makes a determination, negotiations are largely confined to the order of layoff, length of notice—usually shorter than notice to faculty members—and recall rights. Examining contracts on multiple-unit campuses illustrates the differences between faculty and staff contracts

The Central Michigan University faculty contract offers relatively strong protection. CMU may lay off a faculty member in a discontinued program or during a period of financial exigency. Program discontinuance requires approval by the university curriculum review process. The Board of Trustees must notify the union 30 days before declaring financial exigency, and must provide the financial information upon which "its judgment that financial exigency may have to be declared." The union must have an opportunity for joint consultation to consider the need to "declare financial exigency." If these conferences result in a decision to reduce the size of the faculty, the administration must consult with the departments and consider alternatives, including leaving vacancies unfilled, not rehiring temporary faculty members, converting graduate assistantships to faculty positions, encouraging early retirement, and using summer or extension classes to fill out regular teaching loads. If layoffs are still required, the departments must consider "programmatic needs" and seniority. Affected faculty members must receive adequate notice: 18 months notice for program discontinuance and 12 months for financial exigency. Tenured faculty members have recall rights for four years.

Support staff have fewer rights than faculty members and are therefore easier to lay off. At CMU, the support staff contract "reserves and retains solely and exclusively [to management] all rights . . . to layoff employees; or to reduce or increase the size of the working force." Employees receive at least 30 days' notice; temporary and probationary employees are laid off before regular employees. Employees with more seniority can replace less senior

bargaining unit members—even members in lower pay levels—as long as they meet the qualifications for the position. Recall rights—including the right of demoted employees to resume their former, higher paying positions—continue for three years.

Two sections of the CMU support staff contract provide good job protection. If the administration decides to contract out “work regularly and customarily performed by employees in the bargaining unit,” then “no employee in the bargaining unit shall be laid off or suffer a loss of base wages as a result.” Nor may student employees displace bargaining unit members.

Three units—the faculty, academic professionals, and support staff—have contracts at Youngstown State University. When contemplating faculty layoffs, the administration considers decreases in student hours and student/faculty ratios, the balance between academic and nonacademic personnel, enrollment trends, and normal attrition. If the administration determines that layoff is necessary, a joint committee of the provost, four union representatives, and four administration representatives makes a recommendation to the president. If the president opts for a cut in faculty positions, the university uses attrition, early retirement, relocation of faculty to other departments, and leaves to avoid layoffs. Temporary faculty members are laid off before tenured faculty. Faculty members are notified by December 15 of a layoff for the next academic year. Academic professionals at Youngstown are entitled to no consultation prior to the layoff decision. The employee receives 180 days’ notice with recall rights for two years. Management considers the possibility of early retirement, attrition, and placement in a part-time position before a layoff occurs. The decision to lay off is not arbitrable in the support staff unit, but may be appealed to the State Personnel Board of Review.²⁵

The faculty unit and support staff unit have negotiated contracts at Saginaw Valley State University in Michigan. An SVSU faculty member, with one year’s notice, may be laid off for financial exigencies, insufficient enrollment in a program, or discontinuance of a program. “If the conditions which brought about the need for such termination are removed during said year, the member will not be laid off.” The university must cease to employ part-time

personnel before giving notice. Drastic cuts in state financial support may result in a waived notice, but only if the university budget were also reduced in other areas. Employees receive 14 days notice in the support staff unit; temporary and probationary employees are laid off first. As at CMU, SVSU employees with more seniority may replace members in low pay classifications.

The contract for faculty members at Delaware State College adopts the recommended AAUP language for ascertaining financial exigency—where the fiscal crisis is imminent and a failure to retrench “would seriously jeopardize the College.” The administration must present evidence of the fiscal crisis to the union, including the amount of money saved by the proposed layoffs. Creation of a joint committee with five members each from the administration and the union follows the declaration of financial exigency. The committee reviews ways to relieve the exigency by raising or reallocating funds, while departments may propose alternative solutions, including natural attrition, early retirement, opportunities to teach in other departments, reduced loads, and status change to part-time, nonteaching, or administrative duties.

If the crisis requires the termination of faculty members, overloads are first eliminated, followed by teaching duties assigned to administrators, and by termination of temporary faculty members. The layoff of tenured faculty members, if necessary, occurs in reverse order of seniority. Recall rights for each affected faculty member continue for a period of time equal to the length of university employment. A terminated unit member may file a grievance over whether the “criteria and procedures of this provision have been properly applied.”

California’s extreme fiscal difficulties resulted in repeated cutbacks in CSU’s funding. Article 38 in the California State University system faculty contract—the layoff article—therefore became must reading for faculty members. The contract requires that CSU notify the faculty union of a lack of work or lack of funds, and “immediately meet and confer with the CFA on the bargaining unit impact.” The union may request relevant information, and a consultation on alternatives to layoff within seven days of the layoff notice. The contract lists nine possible alternatives, includ-

ing early or voluntary retirement, temporary reassignment, visiting appointments to another campus, and difference in pay, leaves, or sabbaticals.

The department or equivalent is the layoff unit. Seniority exists within the department—temporary and probationary faculty members are laid off before tenured faculty, who are, in turn, laid off in reverse order of seniority. Tenured faculty members receive 120 days notice in the case of lack of funds; one year's notice in the case of program change, and retain recall rights for five years. CSU must provide information on employment opportunities on other campuses, and administrators may not teach in departments that have layoffs. Despite these protections, thousands of temporary faculty members lost their jobs during the last three years, while hundreds of tenured faculty members retired and were not replaced. Membership in the CFA unit declined from over 20,000 to 18,000 members.

Two-year campuses may be organized individually or in statewide units, as in Rhode Island, Massachusetts, and Minnesota. The Minnesota Community College contract contains strong provisions on pro-rata pay and benefits for part-time faculty members. Faculty members who have taught "36% to 80% of a full load for four consecutive years shall be placed on unlimited part-time status," and are guaranteed employment.

The administration, when contemplating a layoff, must inform the union of the "circumstances giving cause to the layoff and of the alternatives to layoff which have been considered." Faculty members in the "unlimited part-time status" receive more notice than colleagues with less service and have limited recall rights. This is the only contract reviewed that protects the rights of long term, part-time faculty members. Contracts for units of part-time faculty members at Coast Community College District in California, Clackamas Community College in Oregon, and Dutchess County Community College in New York contained no layoff provisions. Faculty members were appointed for the academic term and had no rights if laid off.

The contract for the Rhode Island Community Colleges requires consultation with the union prior to layoff. The consultation may result in recommendations concerning the implementation of the layoffs or in alternative

proposals. The contract contains the standard language on layoff regarding seniority, order of layoff, and recall rights. Management has sole discretion to lay off in the Massachusetts Regional Community Colleges, but layoffs must occur for "bona fide financial reasons." The union cannot arbitrate the "basis for retrenchment."

Support personnel have even fewer rights than faculty members when faced with layoffs. The administration retains sole discretion to lay off, and support personnel receive shorter notice. The union negotiates the order of layoff and recall rights. The support staff contract for Northeast Wisconsin Technical College provides bumping rights to senior employees for positions they are qualified to fill. Laid off personnel receive two weeks notice or "two week's pay in lieu of said notice," and can retain health benefits if they pay the cost. Permanent employees may take available temporary positions while retaining the rights and benefits associated with a permanent position. Recall rights continue for a period "equal to twice their length of service, or eighteen (18) months," whichever is shorter. Unused sick leave is protected if support personnel are recalled.

Support staff contracts for Saginaw Valley State University and Grand Valley State University, both in Michigan, also provide for two-weeks' notice. GVSU must attempt to reduce staff size through attrition before layoff. Employees can usually continue health benefits at their own expense while in layoff status. The Iowa Central Community College support staff contract provides for 30 days' notice, contains a "just cause" provision, and subjects the layoff to the grievance procedure. The Kaskaskia College contract in Illinois provides 60 days' notice, and recall rights for two years. Recalled employees retain their accumulated sick leave, salary position, and seniority. The college must give the union 15 days' notice prior to the board meeting that decides on the layoffs. Support staff at Clackamas Community College in Oregon receive 45 days' notice and retain recall rights for one year.

Ongoing fiscal crises imply heightened attention to retrenchment in collective bargaining. Administrators, past performance suggests, will resist attempts to limit their right to determine the need for layoffs. Unions will

therefore emphasize longer notice provisions and alternatives to layoffs.

CONCLUSION

Social, economic, and demographic forces have effected changes in the mission, funding, and personnel of colleges and universities. These changes will, in turn, affect faculty and staff bargaining. Men and women alike, for example, refuse to choose between parenthood and career. FMLA, justified as a tool for ending this false dichotomy, will immediately affect current contract provisions. Greater reluctance to accept harassment as a hazard of employment accompanied the increase of women in the workforce. Contracts that remained silent on sexual harassment may soon contain strong sanctions. Fiscal realities in higher education may force unions to reassess the conditions of academic employment.

Higher education unions, historically conservative and reactive, must exercise creativity to remain healthy, represent their members, and strengthen American higher education.

NOTES

¹ Carr and Van Eyck.

² Garbarino, 1980.

³ The 29 states, with year of legislation: Alabama, 1973 (meet and confer); Alaska, 1972; California, 1975—two-year, 1978—four-year; Connecticut, 1975; Delaware, 1970; District of Columbia, 1978; Florida 1974; Hawaii, 1970 (amended, 1975); Illinois, 1983; Kansas, 1970—two-year (amended, 1974); Michigan, 1973 (amended, 1976); Minnesota, 1971 (amended, 1976, 1980); Missouri, 1967; Montana, 1973 (amended, 1975); Nebraska, 1972; New Hampshire, 1975; New Jersey, 1974; New Mexico, 1992; New York 1967; Ohio, 1983; Oregon, 1963—two-year (amended, 1975); Pennsylvania, 1970; Rhode Island, 1958 (amended 1973); South Dakota, 1969 (amended, 1974); Vermont, 1972 (amended, 1975); Washington, 1987—two-year; Wisconsin, 1966—two-year (amended, 1974), 1984—T.A.'s. "Meet and confer" bargaining: Alabama since 1973; Washington (two-year) between 1973 and 1987. Collective bargaining permitted by governing boards: Arizona, District of Columbia prior to 1978, Maryland, Nevada. Collective bargaining permitted by executive order: Indiana, 1990; New Mexico, 1973-1993. Source: Douglas, 1992, 123.

⁴ See "No-Agent Votes," in Douglas, 1992, 129-135.

⁵ Douglas, 1992.

⁶ Garbarino.

⁷ Garbarino, 273.

⁸ Garbarino, 274.

⁹ R.W. Hurd and E. O'Leary, "A Preliminary Report on Non-Faculty Bargaining at Colleges and Universities 1993," *National Center for the Study of Collective Bargaining in Higher Education and the Professions Newsletter*, 20 (November-December, 1992).

¹⁰ Hurd and O'Leary.

¹¹ The notable exceptions are articles on the effect of collective bargaining on salaries by Barbezat (1989), Jackson and Clark (1987); a study of academic issues in contracts by Williams and Zirkel (1988); faculty bargaining and campus governance by Zirkel (1986), a status report by Garbarino (1986); analysis of retrenchment clauses in faculty contracts by Rhoades (1993); and an article on the impact of faculty unions by Jones (1986).

¹² Eligible children under FMLA are under 18 years of age, unless incapable of self-care, and are biological, adopted, foster, or stepchildren, or legal wards or children of a person acting *in loco parentis*.

¹³ FMLA contains some modified sections covering elementary and secondary educational employees and civil service employees.

¹⁴ But the same contract also allows instructors on maternity leave to use accumulated sick leave "so long as state and/or federal law requires that pregnancy and complications related thereto be treated the same as all other disabilities."

¹⁵ "Leaves of Absence Without Pay."

¹⁶ Emphasis added in all quotations in this paragraph.

¹⁷ "The ending date of the parental leave shall coincide with the start of a College semester" (Oakton Community College); "In the case of a faculty member, the return date from the child rearing leave shall be scheduled so as to conform with the beginning of a future semester starting date" (Delaware County Community College); "Leave without pay shall be granted on an academic term basis . . ." (Pensacola Junior College); "Leaves for teachers may not cover only part of an academic semester" (Jefferson Community College).

¹⁸ Article 22.21. CFA and CSU acknowledge that some contractual provisions, including the *Personal Leaves of Absence Without Pay* section may not comply with FMLA.

¹⁹ Emphasis added.

²⁰ Fitzgerald, 34.

²¹ Mortimer (1983) as reported in Rhoades, 1993.

²² Rhoades.

²³ Williams and Zirkel, 90-91.

²⁴ Rhoades, 319, 322.

²⁵ The appeal procedures are in accord with the Ohio Revised Code and are not spelled out in the labor agreement.

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APPENDIX

NEA Higher Education Bargaining Units

The following list of NEA higher education collective bargaining units is based on a report form developed and published by the National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Adirondack Comm. College, NY	90	85	2	1
Adirondack Comm. College/Clerical, NY	68	...	2	1
Adrian College, MI	56	75	4	1
Alpena Comm. College, MI	52	65	2	1
Atlantic Comm. College, NJ	91	68	2	1
Atlantic Comm. College/Admin., NJ	25	...	2	1
Atlantic Comm. College/Support, NJ	145	...	2	1
Baker College, MI	20	78	2	1
Barstow College, CA	117	79	2	1
Bay de Noc Comm. College, MI	46	73	2	1
Beaver County, Comm. College of, PA	54	73	2	1
Beaver County, Comm. College of, Clerical, PA ...	55	...	2	1
Bellevue Comm. College, WA	350	72	2	1
Bergen Comm. College, NJ	239	68	2	1
Bergen Comm. College/Admin., NJ	8	...	2	1
Bergen Comm. College/AP, NJ	35	...	2	1
Big Bend Comm. College, WA	50	80	2	1
Black Hawk Tech. College/Support, WI	55	...	2	1
Blue Mountain Comm. College, OR	73	75	2	1
Brainerd-Staples Tech. College, MN	100	91	2	2
Brevard Comm. College, FL	231	81	2	3
Brookdale Comm. College, NJ	166	71	2	1
Brookdale Comm. College/Admin., NJ	120	...	2	1
Brookdale Comm. College/Support, NJ	364	...	2	1
Broome Comm. College, NY	217	79	2	1
Broome Comm. College/Clerical, NY	78	...	2	1
Broome Comm. College/Maintenance, NY	43	...	2	1
Broward Comm. College, FL	285	83	2	4
Burlington County College, NJ	89	70	2	1
Burlington County College/Support, NJ	129	...	2	1
Butler County Comm. College, KS	81	71	2	1
Butler County Comm. College, PA	137	91	2	1
Butler County Comm. College/Clerical, PA	38	...	2	1
Butte College, CA	125	78	2	1
California State University System, CA	18,600	82	4	20
Camden County College, NJ	95	80	2	1
Camden County College/Admin., NJ	115	...	2	1
Carl Sandburg College, IL	57	75	2	2
Cayuga County Comm. College, NY	80	78	2	1
Central Comm. College, NE	134	90	2	3

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Central Michigan University, MI	615	77	4	1
Central Michigan University/Tech., MI, ...	175	...	4	1
Chaffey Comm. College, CA	309	80	2	1
Chemeketa Comm. College, OR	225	74	2	1
Chemeketa Comm. College/Adjunct, OR	600	84	2	1
Chipola Junior College, FL	57	76	2	1
Chippewa Valley Tech. College, WI	188	85	2	2
Citrus College, CA	130	77	2	1
Clackamas Comm. College, OR	150	75	2	1
Clackamas Comm. College/Adjunct, OR	430	86	2	1
Clackamas Comm. College/Staff, OR	134	83	2	1
Clark College, WA	65	74	2	1
Clatsop Comm. College, OR	58	75	2	1
Clatsop Comm. College/Support, OR	134	75	2	1
Clinton Comm. College, NY	55	78	2	1
Cloud County Comm. College, KS	46	70	2	1
Coast Comm. College Dist./Adjunct, CA	1,100	79	2	3
Colby Community College, KS	151	88	2	1
Columbia Basin Comm. College, WA	37	72	2	1
Columbia Greene Comm. College, NY	43	79	2	1
County College of Morris, NJ	158	75	2	1
County College of Morris/Support, NJ	180	...	2	1
Cowley County Comm. College, KS	44	69	2	1
Cumberland County College, NJ	49	68	2	1
Cumberland County College/Support, NJ	32	...	2	1
Cumberland County College/Tech., NJ	23	...	2	1
Danville Area Comm. College, IL	69	83	2	1
Danville Area Comm. College/Staff, IL	85	84	2	1
Delaware County Comm. College, PA	100	74	2	1
Des Moines Area Comm. College, IA	237	76	2	1
Des Moines Area Comm. College/Support, IA	179	...	2	1
Desert, College of the, CA	279	87	2	1
Detroit College of Business, MI	22	73	4	1
Detroit/Mercy, University of, MI	167	75	4	1
Detroit/Mercy, University of/Clerical, MI	90	...	4	1
District of Columbia, University of, DC	459	78	4	3
DuPage, College of, IL	230	89	2	1
Dutchess Comm. College, NY	200	87	2	1
Dutchess Comm. College/Adjunct, NY	270	87	2	1
Eastern Iowa Comm. College, IA	157	75	2	3
Edison State Comm. College, OH	43	85	2	1
Elgin Comm. College/Clerical, IL	100	...	2	1
Endicott College, MA	30	73	2	1
Erie Comm. College, NY	468	78	2	3
Essex County College, NJ	147	68	2	1
Essex County College/Admin., NJ	55	...	2	1
Essex County College/Security, NJ	32	93	2	1
Essex County College/Support, NJ	200	...	2	1

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Ferris State University, MI	507	73	4	1
Ferris State University/Admin., MI	16	...	4	1
Ferris State University/Clerical, MI	240	...	4	1
Finger Lakes, Comm. College of the, NY	147	78	2	1
Flathead Valley Comm College, MT	35	81	2	1
Florida State Univ. System, FL	8,000	76	4	9
Florida State Univ. System/Grad. Ass'ts, FL	3,300	76	4	2
Fox Valley Tech. College, WI	200	68	2	2
Fox Valley Tech. College/Clerical, WI	210	...	2	2
Fulton-Montgomery Comm. College, NY	67	78	2	1
Fulton-Montgomery Comm. College/Clerical, NY ..	31	...	2	1
Garden City Comm. College, KS	65	71	2	1
Gateway Technical College, WI	250	82	2	4
Gateway Technical College/AP, WI	85	...	2	4
Gavilan Comm. College, CA	69	76	2	1
Genesee Comm. College, NY	112	78	2	1
Geneva College/Maint., PA	45	...	4	1
Glen Oaks Comm. College, MI	28	68	2	1
Glen Oaks Comm. College/Clerical, MI	21	...	2	1
Gogebic Comm. College, MI	48	65	2	1
Gogebic Comm. College/Clerical, MI	17	...	2	1
Grand Valley State/Clerical, MI	185	...	4	1
Grays Harbor College, WA	50	68	2	1
Green River Comm. College, WA	223	72	2	1
Hartnell Comm. College, CA	91	76	2	1
Hawaii, University of, HI	3,159	74	2/4	10
Hawkeye Inst. of Tech., IA	118	80	2	1
Hawkeye Inst. of Tech./Custodial, IA	45	...	2	1
Highline Comm. College, WA	381	65	2	1
Hillsboro Comm. College, FL	198	83	2	3
Hocking Technical College, OH	51	86	2	1
Hocking Technical College/Clerical, OH	60	...	2	1
Hudson County Comm. College, NJ	42	89	2	1
Hudson County Comm. College/Support, NJ	70	89	2	1
Hutchinson Comm. College, KS	80	...	2	1
Illinois Eastern Comm. College, IL	89	85	2	4
Imperial Valley College, CA	77	82	2	1
Independence Comm. College, KS	34	70	2	1
Iowa Central Comm. College, IA	100	75	2	1
Iowa Lakes Comm. College, IA	82	75	2	2
Iowa Western Comm. College, IA	116	75	2	1
Jackson Comm. College, MI	120	65	2	1
Jackson Comm. College/Clerical, MI	66	...	2	1
Jamestown Comm. College/Clerical, NY	90	...	2	2
Jefferson Comm. College, NY	73	75	2	1
Jefferson Tech. College, OH	46	85	2	1
Jefferson Tech. College/Clerical, OH	47	...	2	1

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
John A. Logan College, IL	55	72	2	1
Johnson County Comm. College, KS	216	80	2	1
Kalamazoo Valley Comm. College, MI	96	69	2	1
Kansas City Kansas Comm. College, KS	104	71	2	1
Kaskaskia Comm. College, IL	27	84	2	1
Kaskaskia Comm. College/Staff, IL	60	...	2	1
Keene State College, NH	157	77	4	1
Kellogg Comm. College, MI	103	68	2	1
Kellogg Comm. College/Clerical/AP, MI	52	...	2	1
Kellogg Comm. College/Maint., MI	24	...	2	1
Kendall College of Art and Design, MI	50	74	3/4	1
Kern Comm. College, CA	324	77	2	3
Kirkwood Comm. College, IA	184	75	2	1
Labette Comm. College, KS	35	70	2	2
Laboure College, MA	15	75	2	1
Lackawanna Jr. College, PA	28	79	2	1
Lake Superior State University, MI	116	78	4	1
Lake Superior State University/ESP, MI	112	85	4	1
Lakeland Comm. College, OH	114	78	2	1
Lakeshore Tech. College, WI	92	68	2	1
Lane Comm. College, OR	272	74	2	1
Lane Comm. College/Support, OR	366	...	2	1
Lansing Comm. College, MI	1,000	68	2	1
Lansing Comm. College/Clerical, MI	100	...	2	1
Lehigh County Comm. College, PA	66	70	2	1
Lehigh County Comm. College/Support, PA	36	...	2	1
Lewis and Clark Comm. College, IL	79	79	2	1
Long Beach City College, CA, Full-time unit	313	79	2	2
Part-time unit	610	89	2	2
Lowell, University of, MA	546	76	4	1
Lower Columbia College, WA	82	81	2	1
Luzerne County Comm. College, PA	107	71	2	1
Luzerne County Comm. College/Clerical, PA	68	...	2	1
Maine Technical College System, ME	307	...	2	6
Maine Technical College Sys./Admin., ME	52	...	2	6
Maine, University of-System, ME	1,317	78	4	7
Maine, University of-System/ESP 1, ME	1,246	78	4	9
Maine, University of-System/ESP 2, ME	863	78	4	9
Massachusetts Comm. College System, MA	1,900	76	2	17
Massachusetts Comm. College System/Cont'g Ed., MA	1,800	87	2	17
Massachusetts State Colleges, MA	1,535	77	2	17
Massachusetts State Colleges/Cont'g Ed., MA	1,050	87	4	9
Massachusetts State Colleges/Prof. Admin., MA	447	79	4	9
Massachusetts, University of, MA	1,800	74	4	2
Massachusetts, University of/ESP, MA	1,293	80	4	2
McHenry County College, IL	55	71	2	1
Medicine and Dentistry, Univ. of/Acad. Prof., NJ	22	...	4	5
Merced College, CA	123	76	2	1

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Mercer County Comm. College, NJ	119	70	2	1
Metropolitan Tech. Comm. College, NE	125	74	2	3
Michigan State University/AP, MI	780	85	4	1
Mid-Michigan Comm. College, MI	40	68	2	1
Mid-Michigan Comm. College/Clerical, MI	42	...	2	1
Mid-Plains Tech Comm. College Area, NE	75	76	2	2
Mid-State Tech. Inst., WI	87	70	2	3
Mid-State Tech. Inst./Custodial, WI	12	...	2	3
Minnesota Comm. College System, MN	1,629	72	2	18
Minnesota Riverland Tech. College, MN	151	91	2	3
Mitchell Voc. Tech./Support, SD	13	...	2	1
Monroe County Comm. College, MI	56	73	2	1
Monroe County Comm. College/Custodial, MI ...	17	93	2	1
Montcalm Comm. College, MI	27	68	2	1
Montcalm Comm. College/Support, WI	33	...	2	1
Monterey Peninsula Comm. College, CA	400	78	2	1
Moraine Park Tech. Coll./Support, WI	100	...	2	1
Mott Comm. College, MI	196	66	2	1
Mott Comm. College/Prof./Tech., MI	100	...	2	1
Mount Hood Comm. College, OR	181	75	2	1
Mount Hood Comm. College/Adjunct, OR	337	82	2	1
Mount San Antonio College, CA	750	76	2	1
Mount San Jacinto College, CA	44	77	2	1
Muskegon Comm. College, MI	97	65	2	1
Muskegon Comm. College/Clerical, MI	43	...	2	1
Napa Valley College, CA	213	77	2	1
National College of Business, SD	40	76	4	1
Nebraska State Colleges, NE	239	76	4	3
Niagara County Comm. College, NY	150	78	2	1
Niagara County Comm. College/Clerical, NY	120	...	2	1
Nicolet Area Tech. College/Clerical/Maint., WI ...	40	...	2	1
North Central Michigan College, MI	35	80	2	1
North Central Tech. College, WI	138	69	2	2
North Central Tech. College/Tech., WI	40	...	2	2
North Country Comm. College, NY	65	78	2	4
North Orange County Comm. College, CA	550	79	2	2
Northeast Iowa Tech. Inst., IA	96	75	2	2
Northeast Tech. Comm. Colleges, NE	73	90	2	1
Northeast Wisconsin Tech. College, WI	195	72	2	3
Northeast Wisconsin Tech. College/Clerical, WI ..	100	...	2	3
Northeast Wisconsin Tech. College/Tech., WI	50	...	2	3
Northern Iowa, University of, IA	580	80	4	1
Northern Mich. University/Skills Ctr., MI	24	80	2	1
Northwest Iowa Tech. College, IA	33	75	2	1
Northwest Tech. College, OH	35	75	2	1
Northwest Tech. College/ESP, OH	20	86	2	1
Oakland Comm. College, MI	301	71	2	4
Oakton Comm. College, IL	141	86	2	1
Oakton Comm. College/Part-time, IL	65	85	2	1

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Ocean County College, NJ	102	68	2	1
Ocean County College/Support, NJ	148	...	2	1
Ocean County College/Admin.-Primary, NJ	33	93	2	1
Ocean County College/Admin.-Supervisory, NJ ..	19	93	2	1
Olympic College, WA	344	64	2	1
Orange County Comm. College, NY	125	78	2	1
Palm Beach Comm. College, FL	200	88	2	4
Palo Verde Comm. College, CA	12	81	2	1
Pasadena City College, CA	343	79	2	1
Passaic County Comm. College, NJ	54	72	2	1
Passaic County Comm. College/Admin., NJ	54	93	2	1
Passaic County Comm. College/Support, NJ	76	...	2	1
Peirce Junior College, PA	50	93	2	1
Peninsula College, WA	108	67	2	1
Pennsylvania College of Technology, PA	209	71	2	2
Pensacola Jr. College, FL	260	85	2	1
Pima Comm. College, AZ	280	78	2	4
Pittsburg State Univ., KS	210	74	4	1
Pratt Comm. College, KS	25	77	2	1
Rancho Santiago Comm. College/Cont'g Ed., CA .	368	...	2	1
Raritan Valley Comm. College/Admin., NJ	45	...	2	1
Rhode Island, Comm. College of, RI	310	72	2	2
Rhode Island, Comm. College of/Prof. Staff, RI ...	130	80	2	2
Rhode Island, Comm. College of/Clerical, RI	189	...	2	2
Rhode Island School of Design, RI	97	78	4	1
Rhode Island School of Design/Part-time, RI	146	80	4	1
Rhode Island, University of/Physicians, RI	4	79	4	1
Rhode Island, University of/Prof., RI	241	...	4	1
Rhode Island, University of/Clerical, RI	488	...	4	1
Rio Hondo Comm. College, CA	363	79	2	1
Riverside Comm. College, CA	650	78	2	1
Robert Morris College/Custodial, PA	65	...	4	1
Roger Williams College, RI	152	72	4	2
Roger Williams College/Clerical, RI	59	...	4	1
Roger Williams College/Custodial, RI	34	...	4	1
Rogue Comm. College, OR	66	75	2	1
Saddleback Comm. College, CA	910	76	2	2
Saginaw Valley State University, MI	152	72	4	1
Saginaw Valley State University/ESP, MI	37	78	4	1
Saginaw Valley State University/Clerical, MI	140	...	4	1
St. Bernard Parish Comm. College, LA	30	...	2	1
St. Clair County Comm. College, MI	95	68	2	1
St. Clair County Comm. College/Clerical, MI	55	...	2	1
Saint Leo College, FL	56	79	4	1
St. Louis Comm. College, MO	473	78	2	3
Salem Comm. College, NJ	31	75	2	1
Salem Comm. College/Support, NJ	14	...	2	1
San Bernadino Comm. College, CA	544	86	2	2

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
San Joaquin Delta College, CA	580	77	2	1
San Jose/Evergreen Comm. College Dist., CA	952	77	2	2
Santa Clarita Comm. College/Dist. 6, CA	60	77	2	1
Sauk Valley College, IL	50	69	2	1
Schenectady County Comm. College, NY	76	78	2	1
Schoolcraft College, MI	336	72	2	1
Schoolcraft College/Clerical, MI	50	...	2	1
Schoolcraft College/Maintenance, MI	39	...	2	1
Sequoias, College of the, CA	313	76	2	1
Shasta College, CA	131	76	2	1
Shawnee Comm. College, IL	20	84	2	1
Shawnee State University, OH	80	75	4	1
Shawnee State University/ESP, OH	80	75	4	1
Sierra Comm. College Dist., CA	530	77	2	1
Skagit Valley College, WA	288	65	2	2
Solano Comm. College, CA	334	77	2	1
South County Community College, CA	895	78	2	2
South Dakota University System, SD	1,250	77	4	6
Southeastern Comm. College, IA	78	75	2	2
Southeastern Comm. College/Prof. Adm., IA	55	91	2	3
Southeastern Illinois College, IL	40	85	2	1
Southeastern Voc. Tech. Inst./Clerical, SD	10	...	2	1
Southern Illinois Univ.-Carbondale/Staff, IL	96	88	4	1
Southern Illinois Univ.-Carbondale/ESP, IL	658	78	4	1
Southern Illinois Univ.-Edwardsville/AP, IL	280	88	4	2
Southern Illinois Univ.-Edwardsville/Tech., IL	100	92	4	2
Southern State Comm. College, OH	29	85	2	3
Southwestern College, CA	500	77	2	1
Southwestern Comm. College, IA	38	75	2	2
Southwestern Tech. College, MN	140	85	2	4
Spokane Falls Comm. College/Dist. 17, WA	1,000	70	2	2
Spoon River College, IL	38	73	2	1
Spoon River College/Tech., IL	30	92	2	1
Spoon River College/Correctional Center, IL	8	92	2	1
Sullivan County Comm. College, NY	120	78	2	1
Sullivan County Comm. College/Staff, NY	111	...	2	1
Suomi College/Support, MI	31	...	2	1
Taft College, CA	23	76	2	1
Terra Tech. College, OH	46	85	2	1
Thaddeus Stevens State School of Tech., PA	41	72	2	1
Tompkins-Cortland Comm. College, NY	91	82	2	1
Treasure Valley Comm. College, OR	55	...	2	1
Ulster County Comm. College, NY	86	78	2	1
Ulster County Comm. College/Staff, NY	57	84	2	1
Union County College/Acad. Prof., NJ	67	...	2	4
Union County College/Clerical, NJ	90	...	2	4
Union County College/Maintenance, NJ	39	...	2	4
Union County College/Support, NJ	18	...	2	4
University of Nebraska-Kearney, NE	308	76	4	1

Institution System	Unit Size	Year Elected	2-Yr. 4-Yr.	# of Campuses
Victor Valley College, CA	89	76	2	1
Walla Walla Comm. College, WA	90	68	2	2
Warren County Comm. College, NJ	13	93	2	1
Washtenaw Comm. College, MI	162	66	2	1
Waukesha County Tech. College, WI	259	67	2	3
Waukesha County Tech. College/Support, WI	175	...	2	3
Wenatchee Valley College, WA	178	65	2	1
West Hills Comm. College, CA	47	77	2	1
Westmoreland County Comm. College, PA	65	72	2	1
Westmoreland County Comm. Coll./Support, PA .	12	...	2	1
West Shore Comm. College, MI	78	84	2	1
West Shore Comm. College/Clerical, MI	33	...	2	1
Western Iowa, Tech. Comm. College, IA	68	76	2	1
Western Nebraska Comm. College, NE	97	76	2	2
William R. Harper Comm. College/Custodial, IL ..	85	...	2	1
Williamsport Area Comm. College, PA	158	72	2	2
Youngstown State University, OH	414	72	4	1
Youngstown State University/AS, OH	440	85	4	1
Youngstown State University/AP, OH	100	86	4	1

NOTES

1. Unit size is full-time, or full-time and part-time, as reported by unit. Units are faculty unless otherwise stated. AP = Academic Professional unit. AS = Administrative staff unit.
2. This table employs the definition of a branch campus used by the National Center for Educational Statistics. A branch campus, notes the NCES definition, possesses these characteristics: a permanent administration, programs offered that are at least two years in length, location not within commuting distance of the parent campus.
3. While we believe the list to be accurate, unit size and affiliation change. If there are errors in the list, please write to the Higher Education Office, NEA, with updated information, and the listing will be corrected.

STATE POLICY AND BUDGET DEVELOPMENTS

by William Zumeta and
Janet Looney

*William Zumeta is an associate professor in the Graduate School of Public Affairs and adjunct associate professor in the College of Education at the University of Washington. He has also taught at the University of British Columbia, UCLA, and the Claremont Graduate School. Zumeta, author of *Extending the Educational Ladder*, and co-editor of *Washington Policy Choices: State Strategy for the Nineties*, currently conducts research on public policy and private higher education.*

Janet Looney recently completed her master's degrees in public affairs and international studies at the University of Washington. She is a Presidential Management Intern working at the U.S. National Oceanographic and Atmospheric Administration.

Early in the administration of William Jefferson Clinton, who ran for president largely on the promise of "investing in our people," higher education in the United States faced many serious challenges. A healthy economy enables the citizenry to finance higher education through taxes and tuition payments. But the American economy was in an uncertain state after a period of recession and sluggish, erratic growth. The federal budget deficit clouded public finance, including the state government expenditures that largely fund American higher education. Public confidence in the outcomes of higher education ebbed just as the revenue-raising capacity of the states was weakest. Concerns about tuition and fee levels in the public and private sectors, and their rapid rates of increase, accompanied uncertainty about the sluggish growth of student aid funds that are supposed to help offset these costs. President Clinton talked of revolutionary changes in federal student aid. But the deficit and competing demands on limited resources made change problematic.

Even as higher education faces severe supply side constraints, the demand for higher education continues its steady growth. Both developed and developing societies demonstrate sustained demand beyond what is attributable to population growth.¹ This demand results in part from demonstrable economic returns on investments in higher education.² The recent economic slowdown has also spurred demands for access, since downturns normally lead some potential job-seekers to seek to improve their marketability through more education.³ Long term economic changes have prompted workers and employers to look to higher education for training and improved productivity in a technological and changing workplace.⁴ A resultant increase in enrollment rates of older-than-traditional-age students will complement substantial growth in the number of high-school graduates seeking college opportunities as the "baby boom echo" cohort reaches college age.⁵ Many students will be persons of color; some with less-than-complete command of English. American economic competitiveness, and social equitability and stability, require the successful, if increasingly costly, education of these students.

This chapter shows how this access imperative collides with supply side constraints and public skepticism about higher education. A

statistical overview of economic and fiscal trends affecting higher education notes the effects of the economic slowdown on state budgets and on higher education appropriations. We then examine the effects of the negative fiscal context on tuition and fee levels in public institutions, state student aid expenditures, enrollment limitations, spending levels per student, and faculty salaries. The climate of fiscal stringency adversely affects these indicators of access and quality, though two- or three-year data availability lags obscures the full extent of the damage. The analysis points out how the effects have varied among the states and regions of the country.

We then turn to longer-term issues that affect state higher education policies and funding. Economic pressures that tend to increase demand for higher education are juxtaposed with supply-side constraints. The next section discusses the increased public skepticism and questioning of higher education, and the demands for more "accountability" to legislatures, students, and the public. Reinforced by the fiscal squeeze but also reflecting longer-term factors, these demands are unlikely to recede on their own. Higher education and its supporters must "do more with less"—or at least with not enough "more"—and demonstrate value in new ways to those who pay the bills.

ECONOMIC AND FISCAL CONTEXT AND TRENDS

The Economic Slowdown

The 1990-1991 recession followed eight years of economic expansion. Between July, 1990 and June, 1991, payroll employment, industrial production, real sales, and real personal income fell, while the unemployment rate increased from 5.2 percent to 6.9 percent. In the second and third quarters of 1991, the economy then regained about half the decline of the previous nine months. But growth stalled in mid-summer, and production, employment, and spending also flattened out in the fourth quarter.⁶

The economy showed significant signs of improvement in the first quarter of 1992, but slowed again in the second quarter. Investment statistics improved, but consumer spending slowed and net exports fell significantly. The unemployment rate rose from 7.1 percent to 7.7

percent between January and June, 1992, and the number of job seekers increased from nine to ten million—too fast for the sluggish growth rate to absorb.⁷

The economic picture slowly improved during the second half of 1992. Consumer confidence returned as initial claims for unemployment insurance decreased to their lowest levels in three-and-a-half years.⁸ Data for early 1993 indicated slow improvement in national unemployment rates—7 percent in February, 1993, largely due to a decrease in the number of people in the labor force—as economic growth picked up. But the rate of job growth continued to lag behind the usual pattern in an economic recovery period.⁹

The economic slowdown displayed marked regional variation. Between December, 1990 and November, 1991, the recession most severely affected coastal states, including Massachusetts and several other New England states, Florida, and California. Except for Michigan and Illinois, where unemployment rates ranged between 8.5 and 9.9 percent, the midwest fared reasonably well. During 1992, northeastern states continued to suffer the effects of the recession and its sluggish aftermath. Several states that reported moderate unemployment rates of 5.5 to 6.6 percent in 1991, reported 7.0 to 8.4 percent levels in 1992. Alaska, California, Florida, and Mississippi reported increases in unemployment rates to the 8.5-9.9 percent range in June, 1992.¹⁰ Figure 1 shows the regional pattern in unemployment rates in June, 1992.

Effects on State Budgets

The fiscal condition of states is a key determinant of the funding of public higher education, of aid programs to students, and, in some states, to private colleges and universities. Governments in several recession-affected states confront substantial FY 1994 budget shortfalls.¹¹ On the east coast, as of early 1993, New Jersey and Massachusetts faced projected FY 1994 budget deficits of \$1 billion and \$900 million, respectively. Maine projected a \$1.3 billion budget shortfall for the 1993-1995 biennium.¹² Thus, after several very difficult years, prospects for higher education funding in these northeastern states continue to be bleak.

The Florida economy showed signs of improvement as the state prepared for the FY 1994 budget, but the damage caused by Hurri-

FIGURE 1

UNEMPLOYMENT RATES BY STATE, JUNE 1992



SOURCE: U.S. Department of Labor, cited in Council of Economic Advisers (1993), p. 63

cane Andrew absorbed recent gains. Governor Lawton Chiles pushed through \$569 million in tax increases in FY 1992—far short of his original \$1.35 billion request. The state education budget was cut by \$262 million in December, 1991, to help remedy a \$622 million shortfall, and tuition was raised by 15 percent for undergraduates and 25 percent for graduate students at the state's nine public universities.¹³ All told, Florida cut its higher education funding by 8.6 percent between 1991 and 1993, and large increases are unlikely in the near future.

Midwestern states, except for Texas and Michigan, are performing relatively well now. Texas state officials predicted a \$6.5 billion shortfall for FY 1994 and higher education will probably only maintain current appropriation levels. Michigan, despite continuing budget difficulties, has protected higher education from the budget axe, and has even increased spending in some years.¹⁴

Many western states will at best only main-

tain higher education spending in the next year. Washington's new governor confronted a projected \$1.8 billion deficit for the 1993-1995 biennium. This gap was closed by a combination of spending cuts and more than \$1 billion in tax increases. Higher education budgets were maintained at about 1991-1993 levels, a substantially better outcome than experienced by most other state agencies. Draconian cuts were averted when the voters rejected an initiative, on the November 1993 ballot, that would have rolled back all 1993 tax and fee increases.

Oregon state officials forecasted a \$1.2 billion shortfall at the end of the 1991-1993 biennium. Measure 5, a property tax cap approved by voters in 1990, further limited the state's options. Measure 5 also required large and increasing budget cuts over a period of years. Both two-year and four-year colleges, reflecting these constraints, decreased their 1993-1995 biennium budget requests by 20 percent from 1991-1993.¹⁵

In FY 1993, Nevada higher education, along with other state-funded agencies, accepted cutbacks to cover a projected \$170 million budget shortfall. In FY 1994 higher education officials hoped only to regain their earlier position—a gain that would likely require tax increases.¹⁶

California raised taxes by \$5.7 billion prior to the start of FY 1992, but still had a \$3 billion shortfall before a round of budget cutting in FY 1993.¹⁷ California faced more cuts to cover large projected budget shortfalls in FY 1994—the fourth consecutive year of substantial budget gaps—since Republican Governor Pete Wilson probably will not approve any new tax increases.¹⁸ The state's well-known Proposition 13 (1978) aggravates these budget problems. Proposition 13 limits property taxes and requires two-thirds voter approval for "special taxes," including taxes earmarked for schools. Significant economic growth through the late 1980s allowed the state to add new programs and expand existing programs despite these limitations. But, the sudden end to growth then left the state with major budget difficulties.¹⁹ This "boom and bust" cycle has long confronted many states in their budgeting.²⁰ So has the growth of spending obligations. California in effect indexed to inflation its support for some major obligatory programs. These programs, including Aid to Families with Dependent Children (AFDC), health care, and some education programs, served a growing number of residents. Balancing the budget, given the growth in these inflation-sensitive programs, almost inevitably required cuts in "discretionary" programs, including higher education.²¹

Other states have resisted tax increases or reforms. Illinois cut general assistance support for poor but employable individuals with no dependent children. New Jersey Democratic Governor James Florio tried to increase taxes, but the Republican legislature instead balanced the state's budget and reduced taxes by sacrificing programs. The Alabama, Louisiana, and Tennessee governors proposed state income taxes to reduce reliance on regressive sales taxes, but significant political opposition forced all three executives to retreat.²²

An April 1992 survey ranked the 50 states according to their fiscal health, based on year-end fund balance and rainy day funds; long-term credit ratings; long-term debt per capita; general fund revenue percent change over 1991 actual revenue; and pension funding and liabil-

ity.²⁴ (Table 1) Many states, according to the survey, avoided deficits only by drawing down budgetary reserves, emptying general funds, and issuing debt. The aggregate drawdown for FY 1992 was \$1.25 billion, or about 22 percent of total general fund balance of the states at the outset of the fiscal year. Even states with relatively healthy economies experienced recent fiscal difficulties, but six states—California, Iowa, Michigan, Ohio, Texas, and Washington—were primarily responsible for tipping the aggregate change to the negative side of the ledger.

The economic slowdown dramatically curtailed growth in state spending. The FY 1992

TABLE 1

FISCAL HEALTH OF THE STATES—APRIL, 1992

1. Tennessee	27. Alaska
2. Nebraska	Indiana
3. Delaware	29. Maine
South Dakota	New Mexico
5. Wisconsin	South Carolina
Wyoming	32. Montana
7. Kentucky	Pennsylvania
North Carolina	34. Vermont
9. Kansas	35. Maryland
Virginia	36. Colorado
11. Minnesota	Rhode Island
North Dakota	38. Ohio
13. Alabama	Oregon
Arizona	40. Hawaii
Missouri	Illinois
Texas	42. Iowa
17. New Jersey	43. Michigan
18. Arkansas	44. New York
19. Florida	Oklahoma
Idaho	46. California
Mississippi	47. Louisiana
New Hampshire	48. Massachusetts
Utah	West Virginia
Washington	50. Connecticut
25. Georgia	District of Columbia
Nevada	

NOTE: Ranking encompassed 1992 governmental funds revenue; 1992 general fund revenue; general fund revenue percent change over 1991 actual; long-term credit ratings; pension system(s) percent funded; general and rainy day funds as percent of expenditures; long-term debt per capita.

SOURCE: "The 50 States" (1992)

and FY 1993 aggregate nationwide increases in state revenues totalled 5.1 percent and 2.4 percent, respectively—well below the 8 percent average annual gain during the 1980s. Moreover, 35 states trimmed their 1992 appropriations nearly \$4.5 billion in mid-year (Table 2). Florida, Georgia, Iowa, Maryland, Missouri, Montana, Nevada, and South Carolina made mid-year budget cuts greater than 5 percent of FY 1992 general fund expenditures.²⁵ Only Delaware, Ohio, and Tennessee specifically exempted higher education from mid-year cuts.

State budget-cutting is not likely to end in the near future. A September, 1992, survey of economists projected that national economic growth will reach only 2.8 percent in 1993—much less than the typical 5 to 6 percent average growth following previous recessions.²⁶

Cost Pressures From Other State Functions

More than two thirds of state general funds are currently directed to elementary and secondary education, welfare, corrections and criminal justice, and Medicaid and other health care. Along with sharp cost increases came increased pressure to improve the quality of services in these areas.²⁷ National and state policymakers emphasized improvements in K-12 education, while enrollments resumed their earlier growth. Expenditures on prisons rose as courts mandated the relief of overcrowding, while legislatures mandated increased sentences for criminals. Medical expenditures climbed as states, responding to federal mandates, expanded Medicaid coverage. Rapidly growing and hard to control health insurance costs for state employees placed additional demands on state budgets. Demographic and cost trends portend continuing increases in these areas.²⁸ In addition, welfare expenses climbed along with the unemployment rates. Combined with the reduced revenue growth resulting from the recession and subsequent slow recovery, the fiscal squeeze for states caused by these burgeoning cost pressures is severe.

The squeeze is not likely to end when the economy picks up. The "get tough on crime" and "war on drugs" campaigns of the mid-1980s helped to double the national prison population since 1980. California's expenditures on adult detention, for example, increased 110 percent to more than \$935 million between 1985 and 1990. Increased service costs,

costlier methods for guarding prisoners, and the larger size of new facilities contributed to the increased expense of running correctional facilities.²⁹

Expansion of the population of individuals eligible for Medicaid—including federal mandates extending Medicaid coverage to children born after September 30, 1983 to families at or below poverty level—and rapidly rising medical costs placed additional financial burdens on states. Medicaid is now the second largest item in state budgets, after education expenditures.³⁰

Income support and welfare expenditures rose gradually over the past three decades, but took a precipitous upward turn at the beginning of the 1990s. Income support and welfare increased from 11.9 percent of 1960 state and local government expenditures to 15.4 percent in 1970, 17.1 percent in 1980, 18.4 percent in 1990, and 21.5 percent in 1991.³¹ The recession is primarily responsible for the one-year jump, but the long-term trend suggests continued increases in this category.

Public schools, already recipients of funds to meet quality goals for K-12 education, also had to educate a larger school-age population. State and local spending on school construction and infrastructure dropped after the 1960s, when the last of the baby-boomers passed through school. But enrollment increases during the 1980s and 1990s forced resumed spending on capital projects.³² State spending on K-12 education increased by 8.9 percent and 4.3 percent in FY 1992 and FY 1993, respectively.³³

The recession thus intensified a competition for state budget allocations already affected by the need to improve the quantity and quality of Medicaid, corrections, welfare, and K-12 education. Higher education's share of state budgets, not surprisingly, therefore has declined in recent years.

State Higher Education Appropriations

A 1992 survey (40 states responding) found that appropriations to K-12 education, corrections, Medicaid, and AFDC generally increased since 1991, though at slightly lower rates in FY 1993 than in FY 1992. Higher education, in contrast, suffered cuts or received notably smaller increases. Most states consider higher education the most discretionary of the major budget categories, in part because public col-

TABLE 2

BUDGET CUTS MADE AFTER THE FY 1992 BUDGET PASSED

State	Size of Cut (millions.)	Programs or Expenditures Exempted from Cuts
Florida	557.9	No exemptions.
Georgia	540.0	No exemptions.
New York	407.0	Most reductions were in executive agency operations.
Maryland	379.6	Legislative and judicial branches, public debt, K-12 education.
Pennsylvania	258.1	Program-by-program determination.
Illinois	257.0	N/A.
Missouri	221.0	Debt service, legislative and judicial branches, AFDC.
South Carolina	194.2	Judicial, law enforcement, elementary/secondary education.
Ohio	184.3	AFDC, Medicaid, student aid for higher education, debt service, property tax roll backs.
Iowa	176.7	Legislature, courts, medical assistance, AFDC, foster care.
Kentucky	155.0	Education, Medicaid, public health, mental health/mental retardation.
Alabama	153.0	Debt service.
Michigan	149.2	Education, welfare programs.
Louisiana	116.5	Nondiscretionary programs.
Indiana	99.2	Targeted reductions, education, and property tax relief exempted.
Tennessee	80.0	K-12, higher education, AFDC grants.
Mississippi	75.8	Judiciary, economic development, law enforcement, and education did not have full cut.
Virginia	57.1	Aid to individuals (AFDC, foster care, general relief), public safety, debt service.
Nevada	52.0	Excludes nongeneral fund agencies.
Washington	48.0	K-12 education, pensions, debt service.
Colorado	36.0	No exemptions.
West Virginia	33.6	Debt service.
Montana	30.3	K-12 education.
Maine	28.4	Debt service.
Kansas	24.7	Debt service, states assumption of school employer contributions.
Arizona	23.3	No exemptions.
Minnesota	23.0	K-12 education, corrections, courts.
Hawaii	22.0	K-12 education, community hospitals, unemployment insurance, workers' compensation.
Arkansas	21.0	No exemptions.
Rhode Island	17.0	No exemptions.
Connecticut	12.0	Reductions were made on a selective basis.
Delaware	11.0	Judicial, higher education, public education, debt service.
Vermont	6.4	Targeted reductions.
New Mexico	5.5	Human services programs (Medicaid, AFDC), public defender, other selected agencies.
Idaho	2.0	Public schools.
TOTAL	\$4,457.8	

SOURCE: National Association of State Budget Officers (1992).

leges and universities can raise tuition to offset some cuts.³⁴ (Table 3)

TABLE 3

**PERCENTAGE INCREASES IN STATE SPENDING
FOR SPECIFIC FUNCTIONS**

	FY 1992 Actual vs. FY 1991 Actual	FY 1993 Approp. vs. 1992 Actual
General fund total	4.9%	4.8%
K-12 education	5.9%	5.5%
Higher education	3.9%	0.2%
Corrections	6.4%	5.2%
Medicaid	12.0%	9.4%
Aid to Families with Dependent Children	9.2%	6.5%

SOURCE: National Conference of State Legislatures, cited in Sloane (1992)

Nationwide FY 1993 higher education appropriations data indicated an unprecedented second consecutive year of declines in total state support.³⁵ The amounts appropriated to higher education had more than doubled over ten-year periods for every year between 1958 and 1990. But this doubling ended with the 1981-1991 decade. Between FY 1981 and FY 1991, state appropriations to higher education increased by only 89 percent. Between FY 1982 and FY 1992, and FY 1983 and FY 1993, state appropriations increased by only 73 percent and 62 percent, respectively.³⁶

Two-year percentage gains in state appropriations to higher education showed the same rapid decline. FY 1991 two-year percentage gains nationwide dropped from the usual double digit levels to 8.2 percent in FY 1991, 1.6 percent in FY 1992 and -0.6 percent in FY 1993, and midyear cuts in the FY 1993 appropriations levels would not be surprising.³⁷ These are dramatic changes indeed in the fiscal environment of higher education.

A few states did show healthy two-year percentage gains—Arkansas, Nevada, Oregon, and South Dakota reported 15 percent or larger gains; North Dakota, Oklahoma, and Utah also

reported double digit gains. But many states reported declines over this period. Between FY 1991 and FY 1993, 19 states reduced their higher education appropriations—an unprecedented occurrence.³⁸ Elsewhere, appropriations grew less than the increase in consumer price inflation—4.2 percent in 1991, and approximately 2.9 percent in 1992—indicating a decline in the purchasing power of support to higher education institutions (Table 4).

Not surprisingly, states severely affected by the recession generally made larger cuts in higher education appropriations. The bottom half of all states in two-year percentage gains in higher education appropriations included 11 of the 13 recession-plagued northeastern states. Recession-shaken Florida and California ranked 47th and 49th, respectively. All states with two-year percentage gains over 10 percent—and only six states in the bottom half of the state rankings—were west of the Mississippi. The west included only four of the 19 states in the negative growth category—Wyoming (-2 percent); Minnesota (-4 percent); Alaska (-7 percent), and California (-12 percent).

Southeastern states showed no clear relationship between the economy, as measured by the unemployment rate, and higher education funding growth. Unemployment rates in North Carolina and Tennessee, ranked in the second quartile of higher education funding growth, were on the low side—between 5.5 percent and 6.9 percent. Louisiana, Mississippi, and West Virginia, with much higher rates of unemployment, also ranked in the second quartile in funding growth. Georgia, Kentucky, Missouri, and South Carolina—all in the third quartile of higher education funding growth—also had unemployment rates between 5.5 percent and 6.9 percent in 1992. Unemployment rates in Alabama, also in the third quartile, ranged between 7.0 and 8.4 percent. Maryland and Virginia joined Florida in the bottom funding growth quartile—Virginia ranked fiftieth among the states. But Maryland and Virginia each faced only moderate 1992 unemployment rates in the 5.5 percent to 6.9 percent range, while Florida's unemployment rate stayed in the 8.5 to 9.9 percent range. Time lags in the relationship between state economic health and budget difficulties thus clearly affected higher education appropriations.

TABLE 4

TWO-YEAR CHANGE (%) IN STATE APPROPRIATIONS FOR HIGHER EDUCATION, FY 1991-FY 1993

Highest Quartile		Second Quartile		Third Quartile		Lowest Quartile	
Nevada	27.1	Wisconsin	7.0	Indiana	2.1	Vermont	-3.3
Arkansas	25.2	Washington	6.2	Kentucky	2.1	Maryland	-3.4
Oregon	15.6	Louisiana	6.0	Arizona	1.5	Minnesota	-4.2
South Dakota	15.5	Tennessee	5.0	New Hampshire	1.5	New York	-4.9
Utah	13.3	Idaho	4.7	Alabama	1.0	Ohio	-6.5
North Dakota	12.2	Delaware	4.3	Missouri	-0.4	Connecticut	-6.9
Oklahoma	11.6	Colorado	4.0	Pennsylvania	-0.5	Rhode Island	-7.1
New Jersey	10.0	North Carolina	3.9	South Carolina	-0.6	Maine	-7.1
Hawaii	9.0	Michigan	3.5	Georgia	-1.0	Alaska	-7.3
Nebraska	8.9	Mississippi	3.2	Illinois	-1.3	Florida	-8.6
New Mexico	8.7	W. Virginia	3.2	Wyoming	-2.2	Massachusetts	-10.3
Texas	8.6	Kansas	3.2			California	-11.9
Montana	7.9	Iowa	3.0			Virginia	-12.5

SOURCE: Hines (1992a)

Patterns of Cuts in Higher Education Within and Among States

Legislatures opted for different priorities within the higher education category. Some states devoted greater resources to community colleges to attract business funding, or to support a state economic development strategy.³⁹ Other states cut community college funding, limited enrollment, cut administrative costs, or cut aid to private colleges.

Massachusetts, Pennsylvania, and Maryland chose to increase community college funding, and to decrease funding to four-year institutions. Higher education in Massachusetts has experienced nearly a decade of hard times. A 6.4 percent increase in higher education funding gains between 1985 and 1987 ranked Massachusetts fortieth among the 50 states. An 8.8 percent two-year decrease in higher education funding in 1988 placed Massachusetts at the bottom of the rankings.⁴⁰ The sharp cuts continued between FY 1990 and FY 1991 and between FY 1991 and FY 1992, with 15 percent and 16 percent decreases, respectively, in total appropriations to higher education. Funding finally increased by 9 percent between FY 1992 and FY 1993, but community college funding increased by 19 percent, while University of Massachusetts system funding decreased by 7

percent. Over the years, cuts were distributed relatively evenly among the University of Massachusetts system, the state colleges, and state scholarship funding.

Maryland consistently increased community college funding—by approximately 14 percent, 4 percent, 7 percent and 4 percent, respectively, between FY 1989 and FY 1993.⁴¹ But the state substantially cut funding to its university system beginning in 1991: -12 percent between FY 1991 and FY 1992, and -4.2 percent between FY 1992 and FY 1993.⁴²

In contrast, California, long a leader in public higher education, cut community college funding by 25 percent between FY 1992 and FY 1993.⁴³ The University of California and California State University systems absorbed substantial, but proportionally smaller, budget cuts—11 percent and 8 percent, respectively. California had already endured a decade of declining relative support for higher education. The state's ranking in state support for higher education fell by more than ten places between 1979 and 1989, and no doubt has fallen further since 1989.

Between FY 1992 and FY 1993, New York cut funding to the CUNY and SUNY community college systems. But the combined 3.4 percent community college cuts did not approach the decreases in California. Nor were

the four-year colleges hurt as badly. Between FY 1992 and FY 1993, the state *increased* funding to the SUNY four-year institutions by 1 percent and cut funding to the CUNY four-year institutions by 7 percent.⁴⁵

New York also sought to offset its severe recent budget shortfalls—the FY 1991 deficit was at one point projected at \$6 billion—through tuition increases and cuts in state funding to private institutions. In 1991, the state enacted midyear tuition increases of \$200 at CUNY and \$300 at SUNY, the first tuition increases in eight years.⁴⁶ Governor Mario Cuomo also sought a \$500 tuition increase beyond these midyear hikes. But New York simultaneously increased tuition assistance funding—student aid—by 33 percent.

State aid to New York's independent colleges took a deeper cut: -34 percent between FY 1991 and FY 1992 and -38 percent between FY 1992 and FY 1993.⁴⁷ New York's "Bundy" aid program, which provided a grant for every degree awarded at more than 100 private colleges and universities, was cut from \$114 million to \$36 million between 1990 and 1992.⁴⁸

Pennsylvania showed an erratic pattern of funding its community colleges and four-year institutions. The state, which had cut community college funding by 3 percent between FY 1989 and FY 1990, then increased its support by 16 percent between FY 1991 and FY 1993. Aid to the state system of higher education and commonwealth institutions increased by 3.7 percent between FY 1990 and FY 1991, then by 7.9 percent between FY 1991 and 1992, but was cut by 2.8 percent between FY 1992 and FY 1993. The state also reduced a long-standing program of funding to private colleges and universities, from about \$78 million to \$1.4 million, a 98 percent cut.⁵⁰

Virginia increased community college funding by a mere 0.8 percent, but cut funding to Virginia state colleges and universities by 2.7 percent between FY 1992 and FY 1993.⁵¹ Perhaps more important, Virginia is trying to meet more of the growing demand for higher education through the private sector. The state would provide direct support for each state two-year college graduate who transferred as an upper-division student to an independent college or university. The amount of support would equal the average general fund appropriation per full-time equivalent undergraduate student in state-supported senior institutions. Participat-

ing independent institutions would adopt statewide policies regarding credit transfer; charge student tuition and fees at rates equivalent to or less than rates charged in state-supported senior institutions; and assess learning outcomes as required in public colleges and universities.⁵²

Student Aid

Table 5 shows the aggregate percentage change in state student aid grant funding for the 50 states, Puerto Rico, and the District of Columbia between FY 1981 and FY 1991.

TABLE 5

NATIONWIDE PERCENTAGE INCREASES IN STATE STUDENT AID GRANT FUNDING DURING THE 1980s

1980-1981	6.3%
1981-1982	7.8%
1982-1983	8.1%
1983-1984	11.4%
1984-1985	7.0%
1985-1986	8.4%
1986-1987	4.0%
1987-1988	3.4%
1988-1989	8.1%
1989-1990	7.0%
1990-1991	4.0%

SOURCE: National Association of State Scholarship and Grant Programs (1992)

The nationwide increase in state student aid has generally declined in recent years, and was 4 percent or less in three of the last five years. Arkansas was unusual in that it increased student aid funding by 69.2 percent, from \$4.6 million to \$7.9 million, between FY 1991 and FY 1992, but increased tuition by only 6.8 percent. Only nine other states increased student aid funding by 10 percent or more during the same period: North Dakota, 31.0 percent; New Jersey, 23.7 percent; Louisiana, 21.4 percent; Florida, 15.0 percent; Michigan, 13.6 percent; Oklahoma, 13.4 percent; Texas, 11.6 percent; Pennsylvania, 11.4 percent; and Washington, 11.3 percent. These increases outpaced tuition hikes in all but one case (Texas).

Increases in student aid funding failed to keep pace with increases in tuition in most

other states.⁵³ Eleven states actually reduced student aid funding. Massachusetts cut student aid grant dollars by 48 percent, but increased undergraduate resident tuition by 23 percent between FY 1991 and FY 1992.⁵⁴ Alabama, Arizona, Connecticut, Georgia, Iowa, Missouri, Rhode Island, and Tennessee cut funding, but not the total number of students served, thereby reducing the average grant size. Tuition simultaneously increased in these

states.⁵⁵ (Table 6)

Six states—New York, California, Illinois, Pennsylvania, Texas, and New Jersey—awarded 56 percent of the aggregate FY 1992 student aid dollars—over \$100 million each. Another seven states—Ohio, Michigan, Minnesota, Florida, North Carolina, Iowa, and Indiana—awarded 21 percent of the aggregate dollars, and approximately \$50 million each.⁵⁶

Between FY 1986 and FY 1991, aggregate

TABLE 6

**FY 1992 CHANGES IN STATE STUDENT AID FUNDING COMPARED TO
CHANGES IN RESIDENT UNDERGRADUATE TUITION AND FEES**

State	Percentage Increase In Student Aid Between FY 1991 and FY 1992 ¹	Percentage Increase In Resident Undergraduate Tuition and Fees Between FY 1991 and FY 1992 ²	State	Percentage Increase In Student Aid Between FY 1991 and FY 1992 ¹	Percentage Increase In Resident Undergraduate Tuition and Fees Between FY 1991 and FY 1992 ²
Alabama	-8.6%	6.4%	Montana	3.1%	8.0%
Alaska	2.1%	Not Available	Nebraska	7.3%	6.8%
Arizona	-0.2%	6.8%	Nevada	3.3%	6.5%
Arkansas	69.2%	6.8%	New Hampshire	9.5%	5.7%
California	2.9%	17.2%	New Jersey	23.7%	12.9%
Colorado	6.6%	8.5%	New Mexico	9.1%	10.7%
Connecticut	-0.5%	29%	New York	0.6%	5.6%
Delaware	3.2%	Not Available	North Carolina	-0.9%	7.7%
Dist. of Columbia	3.7%	Not Available	North Dakota	31%	3.5%
Florida	15%	12.5%	Ohio	5.4%	10.4%
Georgia	-0.7%	4.7%	Oklahoma	13.4%	10.8%
Hawaii	8.0%	Not Available	Oregon	0.4%	3.3%
Idaho	4.7%	6.0%	Pennsylvania	11.4%	17.9%
Illinois	1.8%	6.2%	Rhode Island	-5.2%	2.4%
Indiana	6.9%	8.0%	South Carolina	-5.2%	18.8%
Iowa	-2.6%	9.0%	South Dakota	2.5%	10.3%
Kansas	1.4%	7.8%	Tennessee	-2.6%	4.9%
Kentucky	6.1%	9.6%	Texas	11.6%	13.7
Louisiana	21.4%	0.8%	Utah	1.7%	4.3%
Maine	5.0%	21.5%	Vermont	9.3%	8.2%
Maryland	3.9%	10.8%	Virginia	4.6%	11.7%
Massachusetts	-48.4%	22.8%	Washington	11.3%	5.4%
Michigan	13.6%	7.2%	West Virginia	4.4%	13%
Minnesota	4.0%	8.0%	Wisconsin	2.0%	0.6%
Mississippi	5.9%	7.8%	Wyoming	3.8%	Not Available
Missouri	-0.9%	17.8%			

¹ SOURCE: National Association of State Scholarship and Grant Programs (1992)

NOTE: Student aid figures are for need-based and non-need-based grant aid for both undergraduate and graduate/professional school students. Graduate and professional student aid totals only 1.8 percent of all aid awarded

² SOURCE: Washington Higher Education Coordinating Board (1993)

dollars for merit scholarships and "categorical aid"—for certain classes of students or career paths—more than doubled. Since FY 1986, Florida and Missouri have accounted for nearly 60 percent of the increase in merit scholarships; New York and Illinois were responsible for 80 percent of the increase in categorical aid.⁵⁷ These allocations came at the expense of need-based grants—the dominant form of aid. Between FY 1990 and FY 1991, 22 of the 31 states with need-based and non-need based grant programs for undergraduates planned to increase non-need-based award dollars at a greater rate than need-based grant funds. Only seven states—Delaware, Florida, Georgia, Indiana, Kansas, Louisiana, and Pennsylvania—expected to do the reverse.⁵⁸ Thus, state aid programs are gradually but steadily moving away from need-based aid.

EFFECTS OF REDUCED HIGHER EDUCATION FUNDING

Expenditures per Student and Their Allocation

The latest data on institutional spending per student—now several years old—do not reflect the effects of recent fiscal stresses. Expenditures per full-time-equivalent student increased by 11 percent at public four-year institutions and by 25 percent at private four-year institutions, in constant dollars between 1979-1980 and 1989-1990. In contrast, during the same period public two-year colleges increased per student expenditures by only 2.5 percent, and private two-year college spending declined by 11 percent.⁵⁹

U.S. Department of Education data on aggregate educational and general (E&G) expenditures indicate long-term trends in resource allocation within institutions of higher education. Though the effects of recent fiscal stresses have yet to appear in this database, the trends through 1989-1990 were ominous. Public and private higher education institutions reduced the share of their budgets allocated to instruction, libraries, and operations and maintenance. Table 7 shows changes in allocation shares between 1976-1977 and 1989-1990.⁶⁰

Colleges and universities maintained—and sometimes modestly increased—student services and public service allocations. Allocations to administration increased at all types of institutions. Public institutions spent more of their

E&G budgets on research. Private colleges and universities—attempting to offset some effects of the growing private-public tuition gap—substantially increased the share of their budgets spent on scholarships and fellowships. In contrast, all types of institutions reduced the relative share of the core categories—instruction, libraries, and operations and maintenance. This is an ominous trend.

Faculty Salaries

Reduced state appropriations have translated, in part, into reduced faculty salaries, taking inflation into account. Data from the National Center for Education Statistics, shows a 1.6 percent *decline* in average faculty salary, in constant 1990-1991 dollars, between 1970-1971 and 1990-1991—from \$42,845 to \$42,147.⁶¹ Faculty salaries dipped significantly in the mid-1970s, began to regain their pre-1974 levels in the late 1980s, and dipped again during the latest recession.⁶²

Effects on Tuition and Fees

Cuts in state funds also resulted in widespread tuition and fee increases for students at public institutions. Even states that traditionally limited tuition and fee increases abandoned these policies. California law, for instance, prohibits fee increases of more than 10 percent per year, and exempts resident students from paying tuition. But recent increases in student fees have surpassed the 10 percent limitation. North Carolina and Massachusetts considered raising tuition according to the income of students.⁶³ Minnesota and Washington enacted increases in the percentage of instructional costs to be covered by tuition.

State college and university resident undergraduate tuition and/or required fee increases averaged approximately 7.3 percent per year between 1984 and 1988.⁶⁴ The Consumer Price Index increased by just 3.6 percent, 1.8 percent, 3.6 percent, and 4.1 percent, respectively, over the same period.⁶⁵ But public tuition and fees increased even more rapidly after 1989, the time of the first signs of economic slowdown. Resident undergraduate tuition and/or fees in public institutions increased by 7.7 percent in 1989-1990, 8.5 percent in 1990-1991, 11.8 percent in 1991-1992, and 9.4 percent in 1992-1993.⁶⁶ Consumer price inflation, in contrast, measured 5.4 percent in 1990, 4.2 percent in 1991, and just 2.9 percent in 1992.⁶⁷

TABLE 7

ALLOCATIONS OF EDUCATION AND GENERAL EXPENDITURES TO FUNCTIONS, 1976-1977 AND 1989-1990

	Public Universities	Public 4-year Colleges	Public 2-year Colleges	Private Universities	Private 4-year Colleges
Instruction					
1976-1977	39.0	46.4	51.1	38.0	37.3
1989-1990	36.6	44.4	49.8	37.8	33.5
Operations & Maint					
1976-1977	9.1	11.5	11.2	8.8	11.2
1989-1990	7.8	9.6	11.0	7.5	9.1
Libraries					
1976-1977	3.5	3.9	3.5	4.2	
1989-1990	3.1	3.3	2.5	3.4	3.1
Admin.					
1976-1977	13.0	16.7	18.1	13.2	20.4
1989-1990	13.8	18.7	21.5	14.7	21.9
Student Services					
1976-1977	3.7	5.8	8.4	3.3	7.4
1989-1990	3.7	6.1	9.7	3.7	8.5
Public Service					
1976-1977	8.1	2.9	2.0	2.2	2.4
1989-1990	8.1	4.0	2.4	2.5	3.1
Research					
1976-1977	18.4	7.0	8.4	21.1	5.0
1989-1990	21.4	9.3	9.7	18.6	4.9
Fellowship-Scholarship					
1976-1977	4.0	3.9	2.9	8.1	10.0
1989-1990	4.3	3.2	2.3	9.9	13.6

SOURCE: National Center for Education Statistics (1992)

California and New York—by far the largest public higher education systems in the country—implemented the largest percentage tuition increases—35 percent and 24 percent, respectively. These states had traditionally limited student tuition and fees at public institutions, and had two of the nation's lowest-priced systems.⁶⁸

In 1992-1993, average tuition at four year U.S. public universities and colleges rose by 10 percent to \$2,315; average tuition at private universities rose by 7 percent to \$10,498. This disparity reflects the typical pattern during economic downturns—private institutions also

showed smaller tuition increases during the 1980-1981 recession. In contrast, public colleges and universities showed consistently smaller increases between 1982 and 1990, a period of relative prosperity during which state funding was sufficient to forestall large increases.⁶⁹

Resident graduate fees at public institutions increased proportionately to increases in resident undergraduate fees—10.2 percent in 1989-1990; 8.1 percent in 1990-1991; 11.2 percent in 1991-1992, and 10.4 percent in 1992-1993. Graduate-level state student aid increased slowly or even fell as tuition rates jumped.

Enrollment Limitations

Another important state policy development, stimulated in some places at least by recession-induced fiscal constraints, is the limitation of enrollments in public institutions in spite of, in many cases, strong student demand pressures. One survey found that 11 of 16 western states had considered or implemented enrollment caps by September, 1991.⁷⁰ Enrollment limitations in four-year public colleges and universities in California, Colorado, and Washington have already excluded thousands of qualified students from higher education opportunities.

Demand pressures further east are generally less strong relative to capacity. But in 1992 the Minnesota State University system capped enrollment at 1991-1992 levels. Higher education financing had increased by just 17 percent between 1985 and 1990 while enrollment levels increased by more than 30 percent. To correct the imbalance, the state also raised admission standards, effective in 1994.⁷¹

Other states sought to accommodate increased enrollment and hold down expenses. Virginia expects an additional 10,000 FTE students to enroll in its public institutions by 1996—and an additional 65,000 graduate and undergraduate students by 2001. The Virginia Council of Higher Education proposed that research universities increase teaching duties of faculty to accommodate these students while containing costs. The Council also advocated substantial investments in technology and curricular change in all public higher education institutions.⁷² In Florida, the Postsecondary Education Planning Commission proposed that a strengthened dual public and private sector support additional enrollments. The state would support both sectors, especially by aiding community college graduates who completed their undergraduate educations at private four-year colleges.⁷³

DEMAND FOR HIGHER EDUCATION

We turn from this depressing picture of the immediate fiscal context to the longer-term issues affecting state higher education policy. The fiscal squeeze makes it ever more difficult for students and states to afford higher education and to maintain its quality. But, ironically, demand side factors call for expanded higher

education capacity. We begin by analyzing the demographic underpinnings of future demand.

Demographic Factors

Forty-two of the 51 states, including the District of Columbia, project increases in the number of high-school graduates between 1991-1992 and 2001-2002.⁷⁴ (Figure 2) California, Florida, and four other states expect growth of more than 40 percent in this rough indicator of demand for places in higher education; 13 states expect to see increases of more than 20 percent; 16 states expect 10 to 20 percent growth.

Projections of the ethnic composition of high-school graduates extend only through 1995, but the trend is clear.⁷⁵ The number of Latino and Asian and Pacific Islander public high-school graduates will grow most rapidly, followed by other ethnic groups of color. White graduates will show the slowest growth rate. By 1995, five states, including California, will have more Latino and nonwhite public high-school graduates than whites. Data on elementary and secondary enrollments by ethnicity predicts the continuation of this trend. Linguistic, economic, and sociological factors make the successful education—acceptable completion rates and adequate preparation for the modern economy and society—of large numbers of minority-group students a costly proposition.

The growth in minority group numbers is strongest in the southwest, and significant elsewhere in the west, where the growth in the total number of high-school graduates is also most dramatic and consistent.⁷⁶ (Figure 2) The growth in ethnic minority population is also significant in the southeast, the northeast, and the eastern parts of the midwest—areas that also display high growth in the number of high school graduates in a number of states.⁷⁷ Would-be college students from minority and majority ethnic groups are already loudly knocking on the doors of legislators in many states, seeking access. The California, Florida, Virginia, and Washington legislatures are desperately seeking ways to accommodate more college students without breaking tight budget constraints. Denying access to large numbers of these students on grounds of fiscal pressures would end the long-term trend toward higher participation rates.⁷⁸ Elected officials might pay a considerable political price, since high access rates meet a deeply felt constituent demands for

FIGURE 2

PROJECTED CHANGE IN THE NUMBER OF HIGH-SCHOOL GRADUATES: 1991-92 TO 2001-02



SOURCE: Western Interstate Commission for Higher Education cited in "High School Graduates" (1991)

NOTE: New WICHE Projections expected to appear in Fall 1993

services, and promise salutary long-term economic consequences for the state.

Economic Factors

Most analysts offer the same formula for American economic prosperity in the next century: declining numbers of traditional manufacturing and low-skilled labor jobs, advances in workplace technology, and intensified global economic competition imply greater teamwork and creativity on the factory floor, and more sophisticated computer-related, technical, professional, and marketing skills.⁷⁹ Census data on labor force changes between 1980 and 1990 suggests that these changes are already upon us (Figure 3).

The number of jobs in the American labor force increased by 18 percent over the last decade, but the once-large category of machine operators actually declined by nearly 15 percent. Other employment standbys—handlers,

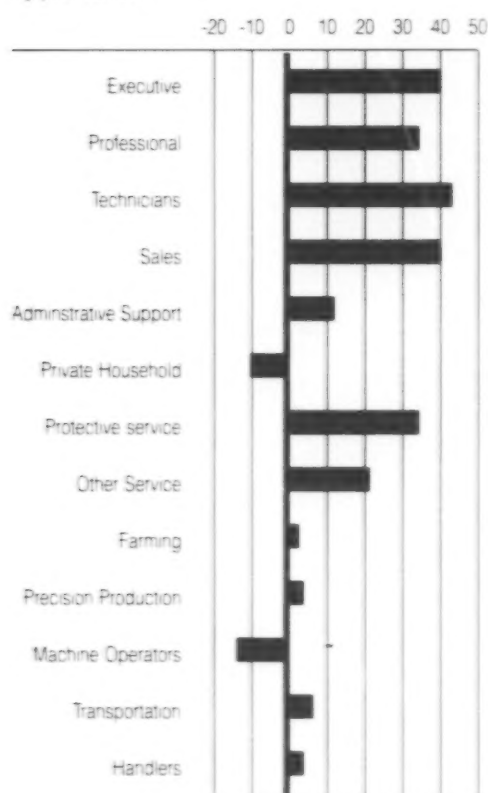
precision production workers, and transportation workers—barely increased in numbers, and thus decreased as a percentage of the labor force. Clerical and other administrative support workers—in less demand as high-level employees mastered office computers—increased a little more in absolute numbers but still declined as a proportion of the labor force. In contrast, the technician, sales, executive, and professional categories experienced large-scale growth.

These trends will likely continue—though corporate downsizing will slow growth in management until prosperity returns—and will affect the demand for postsecondary education.⁸⁰ The job categories with reduced importance were mainstays for the population group with a high-school education or less, including disproportionate numbers of ethnic minority group members. The types of jobs that require at least some postsecondary education are grow-

FIGURE 3

JOBS: WHAT'S HOT, WHAT'S NOT

Ten year percent change in the labor force
by profession



SOURCE: U.S. Bureau of the Census, cited in "White-collar Jobs" (1993)

ing in relative importance. Many traditional job categories in manufacturing, skilled trades, administrative support, and services already require more traditional skills and more teamwork, problem-solving and creativity.⁶¹ A *high-skill/high-wage economy* is sustained only when the job structure facilitates innovations and productivity improvements that make products and services marketable and competitive and that rapidly respond to changing market conditions. Workplaces will require more people who can think abstractly, solve problems, and communicate well. This scenario includes

key roles for high-quality, up-to-date K-12 and postsecondary education, and for continuing education and retraining. Higher education—two-year colleges with vocational and academic programs, as well as four-year and graduate institutions—can prosper but will have to cope with fast-changing job requirements and to offer high quality pre-career and mid-career education and training.

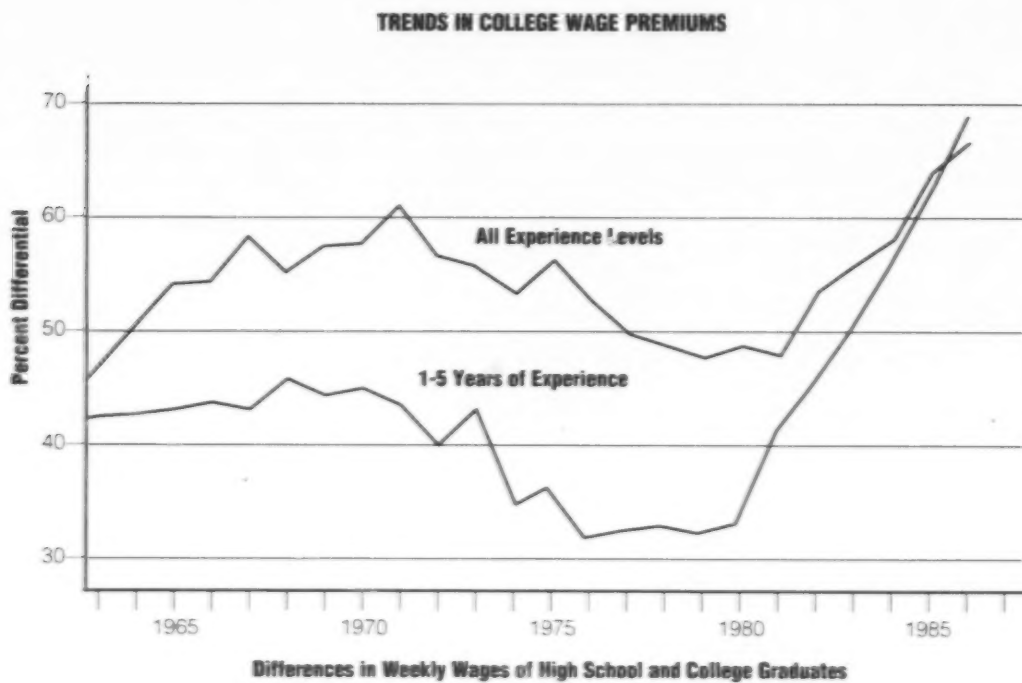
Several decades of evidence demonstrates that education and training pays off.⁶² During the 1970s, the labor market returns on investments in higher education declined—the result of an economic dip that occurred just as unprecedented numbers of “baby boom” college graduates entered the job market.⁶³ But recent empirical studies show a dramatic turnaround in wage premiums for college graduates relative to high-school graduates (Figure 4). The latest research, a study of twins that controls for variables that contaminated earlier studies of the impact of education on lifetime earnings, suggests that scholars have underestimated this impact by as much as a factor of two.⁶⁴

College wage premiums reached record levels by the mid-1980s, according to one analysis of census data.⁶⁵ Average wages of young college-only graduates with one to five years of work experience exceeded the average wages of high school-only graduates with similar work experience by 54 percent in the 1981-1986 period. The premiums were 43 percent and 33 percent in the 1963-1968 and 1975-1980 periods, respectively. College wage premiums were actually higher for women than for men—57 percent vs. 53 percent for the 1981-1986 period—and for Blacks than for whites—60 percent to 53 percent. Higher education paid off for everyone.⁶⁶

The latest studies suggest a decline in the peak wage premiums for college graduates—an expected finding during a period of slow hiring—but the trend is unlikely to continue after economic recovery.⁶⁷ In any case, high wage premiums for college graduates imply competitive returns on private investment in higher education and continued enrollment growth. People often use periods of slow hiring to educate or retrain themselves, so student demand tends to grow during economic slowdowns.⁶⁸

These large effects of education on individual earnings—which imply that the labor market and thus the economy needs and rewards

FIGURE 4



SOURCE: Murphy and Welch (1989)

educated people—are accompanied by evidence of strong positive effects on economic growth. The percentage of U.S. economic growth attributable to increased education of the labor force was 36 percent between 1929 and 1948, 21 percent between 1948 and 1973, and 49 percent between 1973 and 1981, a slow-growth period.⁸⁹ The trend has very likely accelerated. High-growth, high-income states, noted a 1989 study, produced more bachelor's, master's, first professional, and doctoral degrees per 100,000 working-age individuals than the national average—a finding that *may* imply that more higher education leads to more state economic growth.⁹⁰ Education is clearly a good "buy" in the most hard-nosed economic terms. If we do not find ways to buy enough education to "grow the economy," we shall eventually be hard put to afford the other things we need and want, including education for humanistic and cultural ends.

PUBLIC SUPPORT AND ACCOUNTABILITY

The American people have long believed in and supported higher education. Most citizens recognize that postsecondary education helps to fuel the modern economic engine. Our participation rate is still the highest in the world.⁹¹ But public support is not unwavering. The doubts that emerged, along with the economic slowdown, have weakened the claims by higher education officials for taxpayer funding. But the problems will outlive the slowdown and sap the strength of the postsecondary sector in budget battles until they are squarely addressed.

Higher education still ranks above government, large corporations, and public schools in public regard, but a decline has occurred over recent decades.⁹² Fundamental social and cultural forces account for this reduced public

esteem for all institutions of social authority. The public, in particular, is in less awe of a visible, familiar postsecondary enterprise. Public skepticism is shared by political leaders, intellectuals, and iconoclasts, who often acquired their inside knowledge of colleges and universities during the Vietnam War, a period of widespread challenge to authority. Strengthened state government professional staffs, loaded with data-processing capabilities, often ask tough questions, resonant among hard-pressed taxpayers, of all state-funded entities, including colleges and universities.

Politicians, journalists, tuition-paying parents and students at private colleges and universities, and even academics have questioned a perceived excessive emphasis on research at the expense of teaching, the long string of tuition and fee increases in excess of inflation, and the use of taxpayer funds for extravagant presidential entertaining and luxury living.⁹³ Some academics and others invoke insider knowledge or extensive research to justify their criticisms of effort allocation and resource utilization.⁹⁴ Other authors emphasize cultural, political, and ideological themes.⁹⁵

William Bennett, the highest federal official with responsibility for higher education in the Reagan administration, led the charge. Bennett, formerly a philosophy professor and director of the National Endowment for the Humanities, criticized colleges and universities for fiscal laxity and "greedy" tuition increases allegedly designed to take advantage of federal student aid funds. But his critiques centered on academe's alleged excessive efforts to meet the needs of diverse and sometimes poorly prepared students at the expense of academic standards, and on the sacrifice of the traditional European-centered curriculum on the altar of greater cultural and political diversity in reading lists, required courses, and major options. Bennett also alleged that affirmative action programs denied equal opportunities to whites and males. Dinesh D'Souza, another critic, excoriated an alleged climate of "political correctness" that repressed the expression of views not in keeping with the prevailing liberal (or radical) orthodoxies on value-laden topics, including politics, feminism, and race relations. Institutions that supposedly protected academic freedom, the argument went, were instead infused with stifling orthodoxies.

The ivory tower, by now, holds few secrets

or secret controversies; these arguments received extensive, though not uncritical, press coverage, and found their way into legislative debates. The critiques—connecting with long-standing populist suspicions and resentments of intellectuals and their institutions—put higher education further on the defensive in legislative and budgetary struggles.⁹⁶ But colleges and university officials have measured their responses, lest critics further damn higher education as too involved in the noisy, dirty business of politics. Already at the federal level, some institutions have been criticized in recent years for unseemly politicking to secure research and capital funds outside the "apolitical" peer review process.

No doubt, higher education heretofore sustained its elevated social standing in part by distancing itself from the political arena, and no doubt that era has ended. But citizens and legislators are less likely to reverse this long-term trend if administrators and faculty members publicly express highly discordant values and concerns. Reversing the decline in higher education's share of the state budget requires substantive—and rhetorical—responses.

Responses to Fiscal and Accountability Pressures

Some observers have compared the economic condition of higher education with corporate downsizing and restructuring. Dependence on tax funds or tuition payments, analysts such as Robert Zemsky and Aims McGuinness have argued, prevents higher education's exemption from the economy-wide—and *not* primarily recession-driven—pressures for streamlining and efficiently identifying and meeting customer needs.⁹⁷ Reversion to traditional, incremental, per-student funding mechanisms and methods of organizing and delivering instruction will not accompany economic recovery. The public still supports higher education—especially its worth as an investment. But, these analysts argue, the political support for funding all demands without seriously assessing efficiency or results—for *business-as-usual-only-bigger-to-serve-more-people*—has evaporated.

Zemsky and his colleague, William Massy, have used cogent arguments and catchy phrases that resonate with legislators. Their targets include the "administrative lattice"—the tendency to add administrative staff in

response to both internal and external demands and the entrepreneurial efforts of energetic modern managers seeking to enlarge their responsibilities—and the “academic ratchet”—the drive toward lower teaching loads and more specialized courses created by the largely self-propelled national market for academic research output.⁹⁸ These processes have shifted resources and attention away from undergraduate teaching—the highest priority of most financial supporters. Legislators may seek therefore to more closely track and control inputs, including increased faculty workloads and mandated standards for faculty course teaching and student contact hours, though these “micro-management” approaches are not Zemsky and Massy’s preferred solutions.⁹⁹ Legislatures may also simply insist that institutions enroll more students with little or no increase in resources—a step already contemplated or implemented in Florida, Minnesota, Virginia, and Washington.

State funding to private colleges and universities will increasingly depend on a demonstrated commitment to public purposes. Direct support and state student aid—crucial to the health, even survival, of many private colleges—may start to come with more strings, including enrolling state residents, specific program offerings, assessment requirements, and even specified tuition rates. Higher education faces a “do more with less and prove it” era that will extend beyond the recession.

State capitals, along with considering mandated inputs, have already pushed “outcomes assessment.”¹⁰⁰ Some states have sought to generate usable data about the ability of institutions to educate students. The data usually include student degree completion rates, job and graduate school placements, and test scores or other learning gain measures. Florida, for example, requires all sophomores to take tests that claim to assess readiness for further study.

But, measured by inputs or outputs, the diversity of programs, purposes, and students within and across colleges and universities makes credible comparisons of institutional performance difficult. The availability of resources affects test score gains and degree completion rates, while the economy could drastically affect completion rates and job placements. If legislatures ever used these measures narrowly to allocate resources, institutions, following well-established principles of organizational behavior,

would probably respond by “goal displacement”—efforts to look good on the measured dimensions regardless of effects elsewhere—and by “creaming” the best students—reducing the proportion of students who will have difficulty achieving high test scores and graduation rates, and successful job placements.

A more promising approach to assessment requires programs—the most meaningful units of higher education—to specify their objectives and to design creative and diverse mechanisms that assess their attainment. Ideally, programs would use the resulting information to improve instructional delivery and, sometimes, to reformulate objectives. Meaningful involvement of students, recent graduates, and employers should result in greater client satisfaction, and thus a more positive message to state authorities.

State prodding may help to get the process started. The messages that come back to state authorities from numerous and diverse institutions and programs may be ambiguous and difficult to interpret, and, undoubtedly, some recalcitrant units will not take the process seriously. But this version of assessment is more promising educationally than simplistic, partial measures of either inputs—mandated student contact hours or course loads—or “outcomes”—test scores. Such bottom-up approaches to assessment are already making headway, and, by offering students and taxpayers a serious, substantive response to their accountability concerns, may ward off more direct intrusion into academic management.

Critics, including Zemsky, Massy, and McGuinness, propose a business management-derived strategy as an alternative to state micromanagement of either inputs or outputs. These analysts ask colleges and universities to refocus their attention on “customer”—student, government, business, and community—needs, market niches, high quality services, lower costs, and greater efficiency. Without this refocusing, they argue, these clients, facing ever more pressure on their pocketbooks, will refuse to pay the bills. Colleges and universities must recognize these realities, and propose their own answers. Minimizing and constructively directing the conflict inevitably associated with restructuring requires a substantial role for faculty governance institutions. These structures must assure that refocusing makes educational sense—faculty members are, after

all, the "street-level bureaucrats" of higher education who are closest to the clients.

Higher education can take some further steps to improve its relations with governmental authorities. It can reduce instances of inappropriate and unseemly use of funds by its employees, including faculty researchers and highly visible institutional executives. This behavior, no more acceptable to the public in colleges and universities than it is in Congress or the White House, undermines public confidence and willingness to grant institutions substantive autonomy.

Higher education can also join with other social institutions in addressing the nation's most pressing problems. Former Harvard President Derek Bok, for example, has suggested that higher education increase its contributions to health care delivery and the quality of K-12 education.¹⁰¹ Erich Bloch, Walter Massey, and Rustum Roy call for more effective links between academic science, and product creation, development, and production for our economy to compete at a level that sustains, among other things, support for academic science.¹⁰²

Colleges and universities cannot, without great damage to traditional missions, sharply redirect themselves toward solving short-range national problems. The challenge, then, is to restructure and renew our institutions and our thinking to aid the schools, facilitate technology transfer, and help to solve other problems, while continuing to educate our students broadly and create fundamental new knowledge and insight. Part of the answer may be to incorporate these activities into teaching and research, more broadly conceived.¹⁰³ The challenge is great, but meeting intellectual challenges is what higher education is all about.

CONCLUSION

This chapter has analyzed the fiscal and state policy context of higher education—the immediate situation, the long-term pressures, and the emerging opportunities. The national economic slowdown that began in 1990, adversely affected state budgets. The fiscal squeeze disproportionately affected higher education. Colleges and universities could—and did—raise revenues from sources, notably students via tuition and fee increases, that were unavailable to competing functions. State officials also perceived maximum leverage for

reining in costs in this area. The powerful demographic, economic, and political pressures behind rapid spending increases in elementary and secondary education, criminal justice, and health care, including Medicaid, sometimes manifested themselves in laws requiring specific levels of service to the ever-increasing numbers who qualify. States may take steps to abate these pressures, but the problem will persist beyond the end of the recent economic slowdown.

Reductions in state support for higher education have resulted in more than sharp tuition increases. Sluggish growth in state student aid expenditures, combined with tuition hikes, have limited student access. So have the enrollment limitations in public institutions implemented by many states. The cutbacks threaten long-term quality indicators, including faculty salaries—already lower in real terms in 1990-1991 than 20 years earlier—and expenditures per student. Last, the cutbacks may accelerate ominous shifts in allocations within higher education budgets, especially a decline in the share of institutional expenditures going to core academic and institutional support functions, including instruction, libraries, and operations and maintenance. In contrast, the share apportioned to administration has increased uniformly; so have research expenditures at public institutions and student aid at private colleges and universities.

Two countervailing trends affect the long-term prognosis for state funding. The already strong economic and social demand for higher education will only increase, and larger investments should pay a commensurately large return. But waning public support for higher education perpetuates the fiscal squeeze. The prognosis is therefore neither favorable, nor hopeless. Economic improvement should eventually relieve the most acute stresses. Coming to grips with fiscal problems, notably health costs, would permit the polity to increase higher education's budgetary portion considerably. Higher education will continue to suffer a loss of public support as long as government and other institutions of social authority remain in poor repute.

But higher education can clean up its house, refocus on quality teaching, and visibly help with society's real problems. These steps should increase public esteem and support, thereby clearing the political path to new in-

vestment in wider educational opportunity. Social investment in higher education would likely pay for itself many times over in global economic competition where nations that "work smarter" will be the long-term winners. We can only hope that the merits of this strategy will become increasingly clear to our political leaders and the public.

NOTES

- ¹ Dore, 1976; Levy, 1986.
- ² Murphy and Welch, 1989; Ashenfelter and Krueger, 1992.
- ³ McMahon, 1987.
- ⁴ National Center on Education and the Economy, 1990; Carnevale, 1991.
- ⁵ Western Interstate Commission for Higher Education, 1988.
- ⁶ Council of Economic Advisers, 1992.
- ⁷ Council of Economic Advisers, 1993.
- ⁸ Council of Economic Advisors, 1993.
- ⁹ Hershey, 1992.
- ¹⁰ Council of Economic Advisers, 1993. Widely dispersed states reported steadily growing unemployment levels in 1992: Arizona, Louisiana, Montana, Ohio, Oklahoma, Oregon, Pennsylvania, and Texas.
- ¹¹ Most of the data and assessments reported in this section come from Lively and Mercer (1993).
- ¹² Lively and Mercer, 1993.
- ¹³ Sloane, 1992. Hines, 1992a.
- ¹⁴ Lively and Mercer, 1993. Analysts credit Republican Governor John Engler with making higher education a state budgetary priority.
- ¹⁵ Lively and Mercer, 1993.
- ¹⁶ Lively and Mercer, 1993.
- ¹⁷ U.S. Congress, Senate, Committee on the Budget, 1992.
- ¹⁸ Lively and Mercer, 1993.
- ¹⁹ Zolkos, 1992a.
- ²⁰ Wildavsky, 1986.
- ²¹ Sloane, 1992.
- ²² Sloane, 1992.
- ²³ Sloane, 1992.
- ²⁴ Lamphere, 1992; Shubart, 1992.
- ²⁵ National Association of State Budget Officers, 1992.
- ²⁶ National Association of State Budget Officers, 1992.
- ²⁷ Rubin, 1992.
- ²⁸ Rubin, 1992.
- ²⁹ Zolkos, 1992b.
- ³⁰ Perlman, 1990.
- ³¹ Rubin, 1992.
- ³² Rubin, 1992.
- ³³ Mortenson, 1993a.
- ³⁴ Sloan, 1992. The National Conference of State Legislatures conducted the survey in July 1992.
- ³⁵ Hines, 1992a. Edward R. Hines, and his predecessor, M.M. Chambers, have published this data, compiled for 35 years, in *Grapevine*.
- ³⁶ Calculations regarding percentage change in appropriations of state tax funds reflect data available in *Grapevine* publications. Some mid-year appropriations cuts may not be reflected.
- ³⁷ Hines, 1992b.
- ³⁸ Hines, 1992a. Virginia, -12.5 percent; California, -11.9 percent; and Massachusetts, -10.3 percent reported double digit cuts. The other 16 states reported single-digit two-year declines, ranging from Florida, -8.6 percent; Alaska, -7.3 percent; Maine, -7.1 percent; and Rhode Island, -7.1 percent, down to South Carolina, -0.6 percent; Pennsylvania, -0.5 percent; and Missouri, -0.4 percent.
- ³⁹ Hines, 1990a.
- ⁴⁰ Hines, 1988.
- ⁴¹ Hines, 1991; 1992c.
- ⁴² Hines, 1992c.
- ⁴³ Hines, 1992c.
- ⁴⁴ Hines, 1989a.
- ⁴⁵ Hines, 1992c.
- ⁴⁶ Blumenstyk, 1991.
- ⁴⁷ Hines, 1991; 1992c.
- ⁴⁸ Hinds, 1992.
- ⁴⁹ Hines, 1990b; Hines, 1991; Hines, 1992c. Higher education equipment and information technology funding were completely eliminated from the FY 1993 budget.
- ⁵⁰ Hines, 1992a.
- ⁵¹ Hines, 1992c.
- ⁵² Virginia, Council of Higher Education, 1992. Students in this program would not be eligible to participate in the state's Tuition Assistance Grant Program.
- ⁵³ Some states reported small increases in student aid financing between FY 1991 and FY 1992 including:

Oregon, 0.4 percent; New York, 0.6 percent; Kansas, 1.4 percent; Utah, 1.7 percent; Illinois, 1.8 percent; Wisconsin, 2.0 percent; Alaska, 2.1 percent; South Dakota, 2.5 percent; California, 2.9 percent; Montana, 3.1 percent; Delaware, 3.2 percent; and Nevada, 3.3 percent. Larger tuition increases accompanied these hikes in all states except Wisconsin.

⁵⁴ The appropriation declined from \$46 million to \$23.7 million. States in addition to Massachusetts that cut student aid included: Alabama, -8.6 percent; Rhode Island, -5.2 percent; South Carolina, -5.2 percent; Iowa, -2.6 percent; Tennessee, -2.6 percent; Missouri, -0.9 percent; North Carolina, -0.9 percent; Georgia, -0.7 percent; Connecticut, -0.5 percent; and Arizona, -0.2 percent.

⁵⁵ National Association of State Scholarship and Grant Programs, 1992.

⁵⁶ National Association of State Scholarship and Grant Programs, 1992. States are listed in rank order. In addition to population, an important correlate of state student aid expenditures is the private sector's share of state enrollments. Zumeta, 1992.

⁵⁷ National Association of State Scholarship and Grant Programs, 1991.

⁵⁸ National Association of State Scholarship and Grant Programs, 1991. South Dakota expected to award the same amount of non-need-based dollars as the previous year, but to decrease need-based dollars by 7.1 percent. Virginia expected to decrease non-need-based grants by 1.5 percent and need-based grants by 7.1 percent.

⁵⁹ U.S. Department of Education, National Center for Education Statistics, 1992.

⁶⁰ U.S. Department of Education, National Center for Education Statistics, 1992, 331-335.

⁶¹ U.S. Department of Education, National Center for Education Statistics, 1992, 229.

⁶² See chapter 1 of this *Almanac* for the latest data on faculty salaries.

⁶³ Blumenstyk, 1991.

⁶⁴ Washington Higher Education Coordinating Board, 1993.

⁶⁵ Council of Economic Advisers, 1993.

⁶⁶ Washington Higher Education Coordinating Board, 1993.

⁶⁷ Council of Economic Advisers, 1993.

⁶⁸ Washington Higher Education Coordinating Board, 1993. Other states implementing resident undergraduate tuition increase greater than 15 percent in the 1992-1993 academic year were: Montana, 21 percent; Texas, 21 percent, and Connecticut, 17 percent. States with tuition increases between 10 percent and 15 percent included: Missouri, 14 per-

cent; South Carolina, 14 percent; Virginia, 14 percent; Florida, 13 percent; Nevada, 13 percent; Illinois, 12 percent; West Virginia, 12 percent; Alabama, 12 percent; Maryland, 12 percent; Mississippi, 11 percent; and Michigan, 10 percent.

⁶⁹ College Board data cited in "Public college costs," 1992.

⁷⁰ Western Interstate Commission for Higher Education, 1991a.

⁷¹ Cage, 1990. Systematic data on enrollment caps are much more limited for the eastern states.

⁷² Virginia, Council of Higher Education, 1993.

⁷³ Florida, Postsecondary Education Planning Commission, 1993.

⁷⁴ Western Interstate Commission for Higher Education, 1988.

⁷⁵ Western Interstate Commission for Higher Education, 1991b.

⁷⁶ Alaska, 83 percent; Nevada, 67 percent; California, 49 percent; Arizona, 48 percent; Washington, 40 percent; Colorado, 30 percent.

⁷⁷ Some southern states show substantial growth: Florida, +44 percent; Virginia, +33 percent, and Georgia, +20 percent. Maryland and most New England state expect 15 to 20 percent increases; Minnesota, South Dakota, Kansas, and Oklahoma expect 16 to 24 percent growth.

⁷⁸ U.S. Department of Education, National Center for Education Statistics, 1992, 183.

⁷⁹ Johnston and Packer, 1987; U.S. Bureau of the Census, 1992, cited in "White Collar Jobs," 1993; National Center on Education and the Economy, 1990; Carnevale, 1991.

⁸⁰ Jobs in new small business start-ups may replace higher-level corporate jobs, a common career path for laid-off management and professional personnel. Storey and Johnson, 1987.

⁸¹ National Center on Education and the Economy, 1990.

⁸² Schultz, 1960; Becker, 1964; Mincer, 1974; Solmon and Taubman, 1973.

⁸³ Freeman, 1976; Zumeta, 1982.

⁸⁴ Ashenfelter and Krueger, 1992.

⁸⁵ Murphy and Welch, 1989.

⁸⁶ Unfortunately, data on other minorities are not reported.

⁸⁷ Mishel and Bernstein, 1992.

⁸⁸ See Mortenson, 1993b who cites the Cooperative Institutional Research Program's Freshman Survey data, which show that the expected increase in the proportion of freshmen citing the slow economy as a

reason for enrolling in college has materialized, as in past periods of economic slowdown. For evidence that this phenomenon occurs at postgraduate levels of education, see Zumeta, 1985.

⁸⁹ Denison 1962; 1985. Recent analyses came to similar conclusions by refining and improving upon Denison's pioneering methodology. See Cohn and Geske, 1990.

⁹⁰ MGT of America, Inc. 1989. MGT of America is a national education research organization. Of course, the direction of the causal relationship is unclear in the absence of a well-specified dynamic model of the education-growth relationship over time.

⁹¹ Organization for Economic Cooperation and Development, 1992.

⁹² Harris, 1992.

⁹³ That the emphasis on faculty research is not limited to "research universities" but pervades comprehensive schools and liberal arts colleges is demonstrated convincingly in National Center on Postsecondary Teaching, Learning, and Assessment, 1993.

⁹⁴ Sykes, 1988; Smith, 1990; Huber, 1992; Anderson, 1992.

⁹⁵ Bloom, 1987; D'Souza, 1991.

⁹⁶ On populist attitudes, see Hofstadter, 1963.

⁹⁷ Zemsky, 1990; 1991; cited in Lively, 1993; McGuinness, 1993.

⁹⁸ Massy, 1990; Zemsky and Massy, 1990.

⁹⁹ Russell, 1993.

¹⁰⁰ Adelman, no date; Ewell, 1990; Astin, 1991; Paulson, 1990.

¹⁰¹ Bok, 1992.

¹⁰² Cordes, 1993.

¹⁰³ See for example Harkavy and Puckett, 1990.

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BENEFITS AND RETIREMENT

by Jay L. Chronister

Jay Chronister is professor of higher education and chair of the Department of Educational Leadership and Policy Studies at the University of Virginia.

Chronister is conducting research on faculty careers and faculty retirement planning. Recent publications discuss incentive retirement plans and nontenure-track faculty members.

The interaction between benefits and retirement decision-making permits us to treat these two topics together. Benefits, a significant part of the total compensation of college and university faculty and staff, provide financial protection for employees during the employment years or address economic concerns of the retirement years. Most benefits are subsidized and tax-free. The economies achieved through group plans—health care, for example—result in savings to faculty members even when they must pay a portion, or all, of the costs.

The benefits provided to faculty and staff may differ by institutional type, control (public or private), philosophy, and financial condition, as well as by the interests and needs of the recipient. Benefits for faculty can be classified into three broad categories. *Statutory* benefits, required by law, include Social Security, Unemployment Compensation, and Worker's Compensation. *Voluntary* benefits, which the institution chooses to offer or are specified in a contract, may include health insurance, disability insurance, life insurance, and pension contributions. *Support* benefits may include parking, housing, tuition benefits for spouse and children, and access to athletic and cultural events at reduced or no cost.¹

The National Center for Education Statistics IPEDs faculty salary data base for 1989-1990 and 1991-1992 shows the increasing cost of many benefits. Table 1 shows the average salaries, benefits, and benefits as a percent of salary by type of institution and institutional control for the 1,521 institutions that provided salary and benefit expenditures data each year. The last three columns of the table show the percentage change from 1989 to 1991 for each item.

Between 1989-1990 and 1991-1992, the average cost of benefits as a percent of average salary increased faster than average salary. In 1991, benefit costs ranged from 22.8 percent of salary at public doctoral institutions to 26.9 percent at two-year public colleges. For these three years, the overall average of benefits cost, regardless of type of institution and control, grew from 23.9 to 25.0 percent of salary, a 1.1 percent increase. At public baccalaureate degree level institutions, for example, the percentage increased from 24.6 to 25.7.² The average salary increase was 10.5 percent over this period, while the benefit cost increase averaged 15.4 percent.³

TABLE 1

**AVERAGE SALARY, AVERAGE BENEFITS AND BENEFITS AS A PERCENT OF AVERAGE SALARY,
FACULTY ON 9/10 MONTH CONTRACTS BY OFFERING LEVEL AND CONTROL 1989-1991**

Institution Type	1989			1991			Percent Change 1989-1991		
	Public	Private	Average	Public	Private	Average	Public	Private	Average
AA									
Salary(\$)	\$33,240	\$24,015	\$32,886	\$35,935	\$26,284	\$35,621	8.1	9.5	8.3
Benefits (\$)	\$8,486	\$5,374	\$8,366	\$9,672	\$6,377	9,565	13.9	18.7	14.3
Benefits (% Salary)	25.5	22.4	25.4	26.9	24.3	26.9	1.4	1.9	1.5
BA									
Salary(\$)	\$33,751	\$33,245	\$33,350	\$37,304	\$37,256	\$37,266	10.5	12.1	11.7
Benefits (\$)	8,297	\$8,127	8,162	\$9,576	\$9,710	\$9,681	15.4	19.5	18.6
Benefits (% Salary)	24.6	24.4	24.5	25.7	26.1	26.0	1.1	1.7	1.5
BA+									
Salary(\$)	\$40,171	\$35,048	\$38,504	\$43,247	\$38,962	\$41,819	7.7	11.2	8.6
Benefits (\$)	\$10,154	\$8,420	\$9,590	\$11,219	\$10,043	\$10,827	10.5	19.3	12.9
Benefits (% Salary)	25.3	24.0	24.9	25.9	25.8	25.9	0.6	1.8	1.0
Doctoral									
Salary (\$)	\$43,810	\$48,302	\$45,096	\$47,395	\$53,187	\$49,102	8.2	10.1	8.9
Benefits (\$)	\$9,763	\$11,391	\$10,229	\$10,819	\$13,590	\$11,636	10.8	19.3	13.8
Benefits (% Salary)	22.3	23.6	22.7	22.8	25.6	23.7	0.5	2.0	1.0
Average									
Salary(\$)	\$40,090	\$39,669	\$39,960	\$43,271	\$44,171	\$43,551	7.9	11.4	8.9
Benefits (\$)	\$9,560	\$9,473	\$9,533	\$10,647	\$11,355	\$10,868	11.4	19.9	14.0
Benefits (% Salary)	23.8	23.9	23.9	24.6	25.7	25.0	0.8	1.8	1.1

Based on 1521 institutions (50.3 percent of the NEA National Faculty Salary Universe).

SOURCES: NCES, IPEDS Faculty Salary Data, 1989-1990 and 1991-1992.

Some institutions provide a fixed set of benefits for all faculty members. Other colleges offer some mandated benefits along with a "flexible benefit," or cafeteria-style plan, a menu of benefits from which faculty and staff may choose, within the dollar limit of the institution's contribution. Sixteen percent of all institutions in 1987 provided a flexible benefit plan for full-time faculty and 6 percent provided such a plan for part-time faculty.⁴ Table 2 summarizes the types of benefits provided for full-time faculty, and the percentage of institutions that provided these benefits at institutions of higher education, according to the NCES National Survey of Postsecondary Faculty (NSOPF-88).

The provision of benefits varies by type and control of institution. Among non-statutory benefits, voluntary benefits appear more frequently than support benefits across all classifications of institutions, though over 60 percent of the surveyed institutions offered tuition benefits.

The changing age distribution of the professoriate has influenced the content and costs of benefit plans. Between 1977-1978 and 1987-1988, the proportion of faculty age 55 and older grew from 17 percent to 25 percent, while the mean age increased from 44 to 47 (see Table 3). An older, more highly paid, professoriate means increased costs for pension contributions keyed to a percentage of

TABLE 2

COLLEGES AND UNIVERSITIES PROVIDING BENEFITS TO AT LEAST SOME FULL-TIME REGULAR FACULTY, FALL, 1987 (IN PERCENTS)

Type and control of institution	Pension	Medical insurance or care	Life insurance	Disability insurance	Tuition benefits-children	Tuition benefits-spouse	Dental insurance or care	Paid maternity leave	Wellness program	Housing	Meals	Paid paternity leave	Child care
All institutions*	98	99	88	79	65	63	59	49	31	11	11	10	4
Four-year public	100	98	90	76	47	53	62	54	40	5	1	14	7
Four-year private	100	99	88	94	99	94	44	60	39	15	16	5	2
Two-year public	100	97	85	70	41	46	73	44	31	0	0	17	4
Other	92	100	89	75	69	55	55	40	15	24	23	4	7
Four-year, by type													
Research	100	100	94	86	59	49	81	66	51	21	3	8	8
Doctoral	100	99	96	91	76	79	57	64	45	9	0	21	10
Comprehensive and liberal arts	100	99	88	88	83	83	47	58	38	11	13	7	3

* All accredited, nonproprietary U.S. postsecondary institutions that grant a two-year (A.A.) or higher degree and whose accreditation at the higher education level is recognized by the U.S. Department of Education.

SOURCE: National Center for Education Statistics, Institutional Policies and Practices Regarding Faculty in Higher Education (NSOPF-88). Washington, D.C.: U.S. Department of Education, January 1990, 44.

salary. Group health insurance premiums, which are based on the medical services used by cohorts, also increase because individuals over 65 years old are more likely to visit doctors, use outpatient services, be hospitalized, and have longer hospital stays. "We note that we spend \$8 on an 85 year-old for every \$1 we spend on a 30 year-old for medical protection," said one commentator. "In the same context we spend \$5 for every 65 year-old to \$1 for a 25-year-old."⁵

TABLE 3

AGE DISTRIBUTION OF THE AMERICAN PROFESSORIATE, 1977-1978—1987-1988 (IN PERCENTS)

Age Group	1977-1978 ^a	1987-1988 ^b
Under 30	4	2
30-44	51	40
45-54	28	34
55-64	15	21
65 & older	2	4
Mean Age	44	47

^a National Education Association, *Higher Education Faculty: Characteristics and Opinions* (Washington, D.C.: NEA, 1979), 7.

^b National Center for Education Statistics, *Faculty in Higher Education Institutions, 1988* (Washington, D.C.: U.S. Department of Education, March 1990), 9 (Full-time faculty members only).

The following sections demonstrate how the changing demography of the faculty and the rising costs of health care will strongly influence institutional and individual decisions about retirement, pension plans, health insurance, and other benefits.

RETIREMENT AND PENSIONS

Two factors dominate institutional policy concerning faculty retirement. First, the 25 percent of all faculty members age 55 or older are presumably in the high pay range and within ten years of the Social Security retirement age. Not all faculty members will retire by that age, but many colleges and universities face the loss of a large proportion of their professoriate in a relatively short period of time. The current age distribution of the pro-

fessoriate also predicts that the proportion who are age 55 and older will increase over the next several years.

Second, changes in the Age Discrimination in Employment Act of 1967 (ADEA) have affected the retirement decisions of faculty members and the finances of institutional pension plans. Amendments to this legislation in 1978 raised the mandatory retirement age from 65 to 70, but tenured faculty were exempted until July 1, 1982 (Public Law 95-256). Institutions could have maintained the mandatory retirement of faculty at age 65 during the exemption period, but 85 percent of institutions participating in a Teachers Insurance Annuity Association-College Retirement Equity Fund (TIAA-CREF) study raised their mandatory retirement age to 70 shortly after passage of the 1978 amendments.⁶

The 1986 amendments to ADEA abolished mandatory retirement by reason of age, with tenured faculty among the exemptions (Public Law 99-592). This exemption permitted colleges and universities to maintain mandatory retirement at age 70 until January 1, 1994. A few institutions and states abolished mandatory retirement by reason of age prior to the 1986 amendments, but the number increased in the years immediately after the amendments. The decision about the retirement date is now up to the individual faculty member.⁷

The age at which faculty members retire is shifting upward. Recent studies identify the key factors that influence the retirement decision: the abolition of mandatory retirement, economic factors including the significant increase in health insurance and health care costs, and better health and increased life expectancy due to medical advances. A 1991 study found that, among the 5,250 TIAA-CREF faculty annuitants who had been retired four years or longer, 45 percent retired at age 64 or younger, 28 percent at age 65, 20 percent at ages 66 to 69, and 7 percent at age 70 or older.⁸ Among the 2,057 annuitants who retired in the three years immediately prior to the study, 45 percent retired prior to age 65, 19 percent at age 65, 23 percent at ages 66-69 and 13 percent age 70 or older. The 36 percent who retired after age 65 nearly balances the 45 percent who retired before age 65, almost a bimodal distribution. The increase from 7 to 13 percent in the group retiring at or later than age 70 may prove the most important statistic.⁹

Potential retirees with a "defined contribution" retirement plan such as TIAA-CREF are finding that their pension annuities may significantly increase if they work for one or more additional years. Additional years of work can protect faculty members against the impact of inflation on the annuity, which usually does not include a Consumer Price Index (CPI) triggered cost-of-living adjustment similar to the provisions of most "defined benefit" pension plans.¹⁰

Better health and an increased life span significantly affect the retirement decision. In 1985, a 65-year-old could expect to live another 17 years. By 1989 that life expectancy had increased to 20 years.¹¹ The retirement years may therefore equate to half of the work years. The decision to retire is therefore affected by the activities contemplated by the faculty member during retirement. Is retirement a time of withdrawal from work or career, or a time of career change?

Institutions of higher education, as well as

retirees, must address this question. Colleges and universities must replace a large proportion of the professoriate that will retire, and accommodate an increase in enrollment. These factors provide opportunities for institutions and individuals to negotiate mutually beneficial partial or phased retirement arrangements. Staffing needs will thus permit colleges and universities to develop incentives that encourage continued employment by productive senior faculty members.

RETIREMENT PLANS

Retirement plans are an important component of the fringe benefit package. About 98 percent of all colleges and universities provide some form of retirement plan to full-time faculty members. The plan is subsidized at 87 percent of the institutions offering this benefit. The institution may assume the entire cost of the plan or may require the faculty member to contribute to the account (Table 4). Table 5

TABLE 4

COLLEGES AND UNIVERSITIES PROVIDING RETIREMENT PLANS TO FULL-TIME REGULAR FACULTY, FALL, 1977 (IN PERCENTS)

Type and control of institution	Institutions with full-time regular faculty	Any retirement plan		TIAA/CREF		State Plan		401(k)/403(b)		Other plans	
		Available	Subsidized	Available	Subsidized	Available	Subsidized	Available	Subsidized	Available	Subsidized
All institutions	3,115	98	87	60	47	46	36	41	10	32	21
Four-year public	483	100	92	77	54	89	78	63	11	25	14
Four-year private	887	100	97	84	77	4	0	41	14	37	26
Two-year public	964	100	78	39	23	95	72	41	5	22	7
Other	781	92	85	49	40	8	6	27	12	43	37
Four-year, by type											
Research	104	100	96	84	70	49	43	71	22	43	26
Doctoral	109	100	98	92	76	54	52	64	14	21	10
Comprehensive and liberal arts	1,157	100	95	80	68	30	24	45	12	33	23

SOURCE: National Center for Education Statistics, *Institutional Policies and Practices Regarding Faculty in Higher Education (NSOPF-88)* (Washington, D.C.: U.S. Department of Education, January 1990), 42.

TABLE 5

**COLLEGES AND UNIVERSITIES PROVIDING RETIREMENT PLANS TO PART-TIME REGULAR FACULTY, FALL, 1987
(IN PERCENTS)**

Type and control of institution	Institutions with full-time regular faculty	Any retirement plan		TIAA/CREF		State Plan		401(k)/403(b)		Other plans	
		Avail-able	Subsi-dized	Avail-able	Subsi-dized	Avail-able	Subsi-dized	Avail-able	Subsi-dized	Avail-able	Subsi-dized
All institutions	3,093	43	31	20	11	25	20	20	5	9	3
Four-year public	483	62	53	36	16	53	46	41	5	16	6
Four-year private	885	25	18	19	15	0	0	12	1	6	4
Two-year public	981	56	43	11	7	50	39	19	7	5	0
Other	744	34	16	22	8	4	2	17	5	11	4
Four-year, by type											
Research	102	79	70	59	47	38	36	54	17	26	12
Doctoral	109	71	59	48	24	43	41	39	4	15	1
Comprehensive and liberal arts	1,157	32	24	20	12	15	13	18	1	8	4

SOURCE: National Center for Education Statistics, *Institutional Policies and Practices Regarding Faculty in Higher Education (NSOPF-88)*. Washington, D.C.: U.S. Department of Education, January 1990, 43.

shows that about 43 percent of the institutions make a retirement plan available to part-time faculty and that 31 percent subsidize the option.

Retirement plan contributions are, on average, the most expensive portion of the fringe benefit costs for a college or university. Public and private doctoral institutions spent \$4,715 per full-time nine or ten month faculty member in 1991-1992. BA+, BA, and AA institutions spent \$4,019, \$2,997, and \$3,578 respectively (See Table 6). With the exception of doctoral institutions, private colleges spent less per faculty member on pension contributions than did any public institutions.

The adequacy of a pension plan is determined by the percent of pre-retirement income the plan attempts to provide for the retirement years. A recent report recommends that plans for faculty should aim for 67 to 100 percent of pre-retirement income in order to provide retirees with adequate replacement income

and some degree of protection against inflation.¹² A 1991 study of retirement plans at public institutions reported that 17 percent of these plans provide replacement rates of 39 percent or lower, 31 percent provide rates of 40 to 49 percent, and 51 percent provide a 50 percent or higher rate.¹³ The Social Security annuity may be part of that targeted replacement income for participating faculty members. The proportion of the replacement income that Social Security will provide is a function of the size of the salary being replaced and of the pension plan. One author estimates that the typical employee can expect no more than one-third of retirement income to come from Social Security.¹⁴

Colleges and universities offer two major types of retirement plans: defined contribution plans and defined benefit plans. Some institutions offer both types of plans; others confine themselves to one type. Within each category, the trend is towards more options.¹⁵

TABLE 6

AVERAGE INSTITUTIONAL EXPENDITURES FOR RETIREMENT CONTRIBUTIONS BY INSTITUTIONAL TYPE AND CONTROL, 1989-1990 and 1991-1992

Institution Type	1989-1990			1991-1992			Percent Change 1989-1990—1991-1992		
	Public	Private	Average	Public	Private	Average	Public	Private	Average
AA	\$3,290	\$1,125	\$3,216	\$3,658	\$1,285	\$3,378	11.2	4.2	11.3
BA	\$3,413	\$2,306	\$2,561	\$3,772	\$2,766	\$2,997	10.5	19.9	17.0
BA+	\$4,411	\$2,440	\$3,736	\$4,577	\$2,826	\$4,019	3.8	15.8	7.6
Doctoral	\$4,590	\$4,379	\$4,531	\$4,682	\$4,715	\$4,715	2.0	9.5	4.1

SOURCE: National Center for Educational Statistics, IPEDS Faculty Salary Data, 1989-1990 and 1991-1992

DEFINED CONTRIBUTION PLANS

Defined contribution, or individual account plans, function under the requirements of section 403(b) of the Internal Revenue Service code. These plans may specify that the institution, the faculty member, or both will contribute funds to a separate account for each participant. The amount of pension annuity is a function of the size of contributions, investment choice and earnings experience, and the age at which the faculty member retires.¹⁶ The faculty member assumes the investment risk and responsibility for the adequacy of the annuity at retirement. The institution is only responsible for its contribution to the pension account on behalf of the faculty member.

A target benefit plan is a modified defined contribution plan in which contributions are made on the basis of a projected retirement income.¹⁷ The amount of the contribution varies, based on salary, anticipated retirement age, and the institutionally targeted retirement replacement income amount for employees reaching the normal retirement age specified in the plan.

Defined contribution plans feature portability and investment choice. Faculty members may move among institutions that provide these plans while continuing to build future retirement benefits in the same pension account. The plans permit faculty members to decide whether to invest plan funds in stocks, bonds, a money market account, or a fixed

return option. The faculty member is involved in determining the dollar value of the retirement annuity by choosing the investment option for the funds contributed on her or his behalf, and by choosing the age of retirement.

Insurance and mutual fund companies, including TIAA-CREF, provide defined contribution retirement plans. TIAA-CREF, the largest defined contribution pension fund for faculty, significantly influences the retirement decision making of many participants through its policies on investment options and pension payouts. Several recent changes in TIAA-CREF policies give participants greater flexibility in investment and distribution decision-making. A new cashability option, for example, permits a participant, upon termination of employment or retirement, to receive or move accumulations from the CREF account in a lump sum. The college may require the faculty member to absolve the institution of liability if retirement income thereby becomes inadequate. TIAA-CREF also permits the transfer of funds from CREF to other retirement investment accounts, and from other plans into TIAA and CREF. TIAA-CREF participants may also transfer up to 10 percent of their balance per year from TIAA to another retirement vehicle.

Participant access to these options is *not* automatic—the institution must make an affirmative decision in each case, and may impose restrictions, such as limiting cashability to faculty member contributions or to certain

age groups. About 2,500 institutions, for example, provide a cashability option for their faculty. Large institutions are more likely to provide this feature.¹⁸

About 60 percent of all colleges and universities provide TIAA-CREF retirement plans to full-time faculty, and 47 percent subsidize the contributions to the plan. About 20 percent provide these plans for part-time faculty, with 11 percent subsidizing the contributions for part-timers (Table 4 and 5). Four-year private institutions are more likely (84 percent) to provide a TIAA-CREF pension plan for full-time faculty members than are four-year public (77 percent), or two-year public (39 percent) colleges. Conversely, four-year public institutions (36 percent) are more likely to provide a TIAA-CREF plan for part-timers than are private four-year (19 percent), or two-year public (11 percent) institutions. Tables 4 and 5 show that some institutions provide other types of defined contribution plans.

Lump-Sum Distributions

New legislation, effective January 1, 1993, affects decision-making regarding distributions from retirement plans. Money cashed out of a retirement plan, or installments paid over less than a ten-year period, are liable to 20 percent federal income tax withholding unless the cash out is a direct rollover to another qualified retirement plan or to an IRA.¹⁹ The rollover must be paid directly to the new retirement account or IRA, not through the faculty member to the alternate account. This 20 percent withholding does not apply to annuity payments or to generally equal payments over at least a ten-year period.

If the cash-out occurs prior to age 59 1/2, and the funds are not directly rolled over into a qualified plan, the cash-out amount and the 20 percent withholding are both subject to the 10 percent tax penalty that affects early withdrawals of tax-deferred funds. Required minimum distribution payments beyond age 70 1/2 also are not subject to the 20 percent withholding. This law has little impact on defined benefit pension plans, but it affects individuals receiving non-annuity payments including mandatory cash-outs.

Defined Benefit Plans

A defined benefit plan provides the employee with a fixed monthly benefit (annuity)

upon retirement. The benefit formula takes into account years of service, a plan percentage rate, and salary. Formula plan percentages vary significantly in amount and format, but the average amount is 1.8 percent times years of service times salary for fixed percentage plans. Alternative formulas include variable percentages as a function of age and/or service, and step percentages as a function of salary.²⁰ About one-fourth of the institutions in one recent study limit plan-generated retirement income by capping the number of years that can be credited or by limiting the plan percentage times years of service. Some defined benefit plans also include a Social Security offset. Other plans provide a fixed monthly payment without consideration of years of service or salary.

These plans offer a predictable pension annuity, and most plans also contain a cost-of-living adjustment. A 1991 study reported that 54 percent of plans offered a post-retirement inflation adjustment keyed to the CPI and an additional 11 percent of plans included an automatic adjustment not tied directly to the CPI. Most of the remaining plans deal with inflation on an ad hoc basis, but only 3 percent include no provision.²¹

Defined benefit plans, like defined contribution plans, may require contributions from the employee, the employer, or both. The percent of plans that require employee contributions, according to a 1991 report, declined from 96 percent of 1976 plans to 88 percent of 1987 plans. In 1987, 76 percent of plans required a level percent of pay as the employee contribution.²²

The majority of defined benefit pension plans for faculty in higher education are integrated with state pension plans or teacher retirement plans.²³ Two-year public institutions are more likely to offer defined benefit state retirement plans than four-year publics (95 percent vs. 89 percent), but are less likely to subsidize the plan (72 percent vs. 78 percent) (Table 4). Only 4 percent of private institutions offered a state pension plan; none of these colleges subsidized contributions to the plan. About half of all public institutions offered a state plan to part-time faculty members; 46 percent of public four-year colleges and 39 percent of public two-year institutions offered a subsidy (Table 5).

Some observers fear that many states and

institutions may not be making sufficient contributions to meet anticipated participant annuity needs. In 1990, 12 states delayed, deferred, or failed to make contributions to member pension plans, and seven of these states were delinquent for more than one year.²⁴ The current economic malaise raises concern that defined benefit pension plans are even less adequately funded.

VESTING

Vesting, the nonforfeitable right to employer-subsidized pension benefits, occurs when a pension plan participant meets specified eligibility requirements. The two common types of vesting requirements are "cliff" or "graded" schedules. In a "cliff" vesting plan, participants acquire full rights to their benefits the year full vesting is achieved, but acquire no partial rights before then. A "graded" vesting schedule gives the employee rights to a share of the accrued benefits each year until the full vesting requirement is met. Employee contributions to a pension plan and the accrued earnings on those contributions are always vested.

A 1991 study reports that 3 percent of public higher education plans, representing 4 percent of participants, provided immediate vesting, 57 percent of plans enrolling 50 percent of participants required five years or less of service for full vesting, and 40 percent of plans representing 46 percent of participants provided full vesting in six to ten years.²⁵

INCENTIVE RETIREMENT PLANS

Institutional interest in providing incentive (early) retirement plans for faculty and staff usually arises from a desire to effect staff turnover and recruit new faculty, a need to reduce staffing levels and reduce salary costs, and a desire to remove non- or low-productive faculty members. The previously noted federal legislation that abolished the mandatory retirement age for faculty members (Public Law 99-592) plus the aging of the professoriate have heightened interest in facilitating retirement.

Incentive retirement plans provide an inducement to faculty members who voluntarily contract to retire at an earlier age than they would have otherwise. A successful incentive

retirement plan provides financial and other resources that will alleviate the faculty member's financial concerns, including loss of income; reduced retirement annuity; loss of group health insurance at institutional or shared expense; and non-financial concerns including loss of office space and of contact with colleagues and students.

Colleges and universities have developed incentives to meet faculty interests and needs within guidelines and restrictions that arise from federal statutes. These incentives include severance pay or lump-sum payments as a percent of final-year salary, annuity enhancements, credits for unearned years of service in defined benefit plans, bridging payments, phased retirement, and partial retirement. The arrangements often also include some provision for health and life insurance and for access to college facilities and services. Many state retirement plans now include a standard "early retirement" option that is geared to years of service or a combination of years of service and age.²⁶

Some colleges offer the option to participate in these plans for a short time period—a "window of opportunity." Elsewhere, the plans are offered almost continuously, and are almost part of the regular benefit offerings. Several institutions have recently terminated or significantly changed their plans because of the high cost of incentives, federal legislation that changed the allowable types of incentives, and disappointment in the results of the plan.

403(b) TAX SHELTERED ANNUITIES

College and university faculty and staff frequently use tax-sheltered savings plans permitted by section 403(b) of the income tax code. These plans permit individuals to shelter a portion of their earned income from income taxes until retirement, when the tax liability should be less. Elective contributions to these plans count against the 403(b) contribution limit of \$9,500 per year, or \$12,500 through special election.

Funds may not be withdrawn from 403(b) tax sheltered accounts prior to age 59 1/2 without a 10 percent penalty, except for reason of disability, death of the participant, or termination of employment at or after age 55 along with collection of retirement income. The participant may also avoid the penalty if the

withdrawal is part of a scheduled series of substantially equal periodic payments of lifetime income that begins after the termination of employment. Participants may withdraw funds from many of these accounts as loans within limits set by federal guidelines, but the interest and principal must be repaid according to a fixed schedule.

About 41 percent of all institutions make deferred income retirement plans available to eligible full-time faculty members (Tables 4 and 5). But only 10 percent of the institutions contribute to these plans. Twenty percent of all institutions make the plans available to part-time faculty; 5 percent subsidize the plan.

SOCIAL SECURITY

Changes in the Social Security guidelines will affect this annuity in the years ahead. The present "normal" retirement age of 65 under Social Security is compatible with the normal retirement age for many other retirement plans. But the Social Security Amendments of 1983 (P.L. 98-21) revised the future "normal" retirement age for this plan and for related benefit penalties and credits. Beginning in 2000, the normal retirement age will gradually increase to 66 for individuals reaching age 62 by 2005,

and to 67 for participants reaching age 62 in 2022. The current 20 percent penalty for retiring at age 62 will increase to 30 percent at the same time the "normal" retirement age is increased. The delayed retirement credit for working beyond age 65 will also increase. The current 3 percent per year credit has been raised by 0.5 percent per year beginning in 1990 and will continue increasing on an every-other-year basis until it reaches 8 percent per year in 2008.²⁷

Social Security expenses per full-time faculty member on nine or ten month contracts were either the second or third most expensive benefit after pension contributions in 1991-1992. Costs ranged from \$1,854 at private two-year colleges to \$3,826 at private doctoral institutions (Table 7). The institutional contribution to Social Security is a percentage keyed to salary up to a maximum yearly salary cap. The percent of the total benefit costs attributable to Social Security will therefore vary significantly between institutions within a classification. The salary scale at the college and the proportion of faculty members at different salary levels within the tax cap determines the percentage.

TABLE 7

AVERAGE BENEFITS FOR FACULTY MEMBERS ON 9/10 MONTH CONTRACTS BY INSTITUTIONAL TYPE AND CONTROL, 1989-1990—1991-1992

Institutional Type and Benefit	1989-1990 ^a			1991-1992 ^b		
	Control			Control		
	Public	Private	Average	Public	Private	Average
AA						
Retirement	\$3,290	\$1,125	\$3,216	\$3,658	\$1,285	\$3,578
Medical/Dental	2,273	1,350	2,241	3,221	1,629	3,167
Disability	78	146	80	107	92	106
Tuition Reimbursement	47	177	52	65	168	69
Housing	1	34	2	5	19	5
Social Security	1,865	1,760	1,861	2,297	1,854	2,282
Unemployment Compensation	86	124	87	97	129	98
Life Insurance	128	113	128	157	93	155
Worker's Compensation	18	14	17	205	196	205
Other	32	43	32	79	15	77
Total	7,816	4,885	7,716	9,891	5,480	9,742

TABLE 7 (continued)

Benefit	1989-1990			1991-1992		
	Control			Control		
	Public	Private	Average	Public	Private	Average
BA						
Retirement	3,413	2,306	2,561	3,772	2,766	2,997
Medical/Dental	2,180	1,548	1,694	2,980	2,055	2,267
Disability	65	105	96	64	135	119
Tuition Reimbursement	96	763	610	114	836	671
Housing	0	54	42	0	66	51
Social Security	2,024	2,322	2,254	2,503	2,732	2,680
Unemployment Compensation	111	102	71	126	113	
Life Insurance	106	144	135	111	178	163
Worker's Compensation	19	19	19	200	239	230
Other	1	61	47	1	106	82
Total	7,976	7,435	7,560	9,818	9,241	9,373
BA+						
Retirement	4,411	2,440	3,736	4,577	2,826	4,019
Medical/Dental	2,521	1,833	2,285	3,152	2,457	2,931
Disability	49	108	69	91	133	104
Tuition Reimbursement	68	728	294	63	818	304
Housing	10	38	20	35	33	34
Social Security	2,577	2,492	2,548	2,907	2,802	2,874
Unemployment Compensation	54	134	82	57	139	83
Life Insurance	119	162	133	120	198	145
Worker's Compensation	18	22	20	206	272	227
Other	26	34	28	9	122	45
Total	9,852	7,992	9,216	11,218	9,799	10,766
Doctoral						
Retirement	4,590	4,379	4,531	4,682	4,796	4,715
Medical/Dental	2,268	2,241	2,260	2,923	2,755	2,875
Disability	103	112	105	106	143	117
Tuition Reimbursement	76	1,071	355	130	1,100	406
Housing	5	24	10	0	76	22
Social Security	2,465	3,105	2,644	2,524	3,826	2,895
Unemployment Compensation	63	120	79	52	173	86
Life Insurance	156	177	162	149	228	172
Worker's Compensation	76	22	61	225	256	234
Other	56	72	61	60	48	56
Total	9,858	11,322	10,269	10,851	13,402	11,578
Average	9,278	9,216	9,260	10,710	11,078	10,819

^a Based on 67.8 percent of salary average universe.

SOURCE: National Center for Educational Statistics, IPEDS Faculty Salary Data, 1989-1990.

^b Based on 60.3 percent of salary universe.

SOURCE: National Center for Educational Statistics, IPEDS Faculty Salary Data, 1991-1992.

HEALTH INSURANCE/HEALTH CARE

Health or medical insurance provides medical services, or indemnifies or reimburses the

participant for the costs of physician services, hospital care, and other medically related costs. Health insurance plans substitute known regular payments for unknown and potentially large

expenses that may arise from medical problems.²⁸ Virtually all colleges and universities provided some type of medical insurance for full-time faculty in 1987-1988 (Table 2).²⁹

Health insurance benefits are one of the fastest growing expense items in institutional benefit programs. A 1991 TIAA-CREF report stated that the greatest increases in the proportion of total payroll going to employee benefits paid for health care plans.³⁰ Average expenditures for benefits as a percent of payroll increased from 18.7 to 21.1 percent between 1977 and 1989, but the expenditures for health care benefits as a percent of payroll during the same period increased from 2.2 to 6.1 percent. The report added that for the same period, the medical care component of the Consumer Price Index rose by 162 percent.

The significant increases in the cost of providing health insurance for faculty have continued—increases ranged from 27 to 41 percent between 1989-1990 and 1991-1992—but the rate of increase varied by type of institution and by control (Table 8). Public institutions tend to spend more per faculty member for medical insurance than do the privates. Two-year colleges expended the largest amount per faculty member. Medical and dental costs increased by 41.3 percent at AA colleges, while BA, BA+, and doctoral institutions experienced respective increases of 33.8, 28.3, and 27.2 percent.

The significant increases in the cost of providing health insurance coverage for faculty and staff are occurring at a time when institu-

tions can least afford these increases. A 1991 report, for instance, found that 37 percent of 1990-1991 budgets either decreased or did not keep up with inflation, and that 45 percent of surveyed institutions experienced mid-year budget cuts.³¹ During that period, 79 percent of the institutions were required to increase spending for health insurance.³²

Institutions respond to escalating costs and declining revenues by attempting to reduce or stabilize the increase in premiums of indemnity plans. Some colleges have turned to managed health plans provided by health maintenance organizations (HMOs), preferred provider organizations (PPOs), and point of service organization plans (POS HMOs). HMOs provide medical services to enrollees at a fixed payment schedule. Services are delivered by medical personnel under contract to the HMO.³³ PPOs are groups of hospitals and physicians who contract with employers (or insurers) to provide fee-for-service health care to employees at prenegotiated rates.³⁴ POS HMOs allow enrollees to stay within the HMO service provider network, or to step outside for certain medical services.³⁵ A 1992 study found that 60 percent of 238 surveyed colleges and universities offered at least one HMO, 31 percent had a PPO, and only 6 percent offered a POS plan.

Faculty members are increasingly required to assume a larger share of health care costs through higher premiums, deductibles, and co-payments. Employer "fixed-dollar" or "fixed percentage" contribution plans, for example,

TABLE 8

AVERAGE INSTITUTIONAL EXPENDITURES FOR MEDICAL/DENTAL BENEFITS BY INSTITUTIONAL TYPE AND CONTROL, 1989-1990 and 1991-1992

Institution Type	1989-1990			1991-1992			Percent Change 1989-1990—1991-1992		
	Public	Private	Average	Public	Private	Average	Public	Private	Average
AA	\$2,273	\$1,350	\$2,241	\$3,221	\$1,629	\$3,167	41.7	20.7	41.3
BA	\$2,180	\$1,548	\$1,694	\$2,980	\$2,055	\$2,267	36.7	32.8	33.8
BA+	\$2,521	\$1,833	\$2,285	\$3,152	\$2,457	\$2,931	25.0	34.0	28.3
Doctoral	\$2,268	\$2,241	\$2,260	\$2,923	\$2,755	\$2,875	28.9	22.9	27.2

SOURCE: National Center for Educational Statistics, IPEDS Faculty Salary Data, 1989-1990 and 1991-1992.

eventually require the faculty member to pick up more of the plan cost, thereby also reducing real salary gains.³⁶ Many colleges assist employees in meeting increased health care costs through flexible spending or flexible reimbursement accounts—usually administered for the institution by a third-party. Program participants set aside pretax dollars to pay for medical, dental, vision-care, and other eligible expenses not covered by the institution's health insurance plan.³⁷ The use of pretax dollars—the approach is also available for dependent care accounts—lowers the faculty member's taxable income. One caution: IRS regulations force the forfeiture of set-aside funds that are not utilized by the end of the plan year. These accounts make employees more cost conscious in budgeting health care dollars.

TIAA-CREF found that 61 percent of 1,044 surveyed colleges and universities provided for continued participation of retirees in their group health insurance plan. Twenty-nine percent of the four-year institutions and 33 percent of two-year colleges paid the cost of coverage, 33 percent and 28 percent, respectively, shared the cost with the retiree, and 38 percent of both types of institutions required the retiree to pay the cost.³⁸ Retirees, just like current employees, pick up increased shares of costs through higher deductibles and co-payments. Cost containment measures for retiree health care include hospital preadmission certification, utilization monitoring or review, a mandatory second opinion for surgery, and case management for large claims.³⁹

The Consolidated Omnibus Budget Reconciliation Act of 1985 mandated the continuation of health insurance coverage for terminated employees, or for some of their dependents. Either the employer or employee may assume this expense, but the cost to the employee may not exceed 102 percent of the applicable premium. Initially established for private employers, the requirement has been extended to state and local governments.⁴⁰

DENTAL INSURANCE/DENTAL CARE

Almost every institution provides medical insurance and care for full-time faculty, but only 59 percent provide dental insurance (Table 2). Public institutions, especially two-year colleges, are more likely to make dental insurance available. Research universities are more likely

to offer this benefit (81 percent), than doctoral (57 percent), or comprehensive or liberal arts institutions (47 percent). Cost data for this benefit is usually reported in a generic health/dental cost category.

WELLNESS PROGRAMS

The soaring costs of health care and health insurance prompted a number of colleges and universities to implement wellness programs.⁴¹ These plans aim to improve the general health of employees, thereby reducing the need for health care, the rate of growth in premiums, and absenteeism, while improving productivity and morale.

About 31 percent of all institutions provided subsidized or free wellness or health promotion programs in 1987 (Table 2). Four-year public (40 percent) and private (39 percent) institutions are more likely to offer the plans than are two-year colleges (31 percent) and other types (15 percent). Research (51 percent) and doctoral (45 percent) institutions are more likely, among four-year institutions, to offer such subsidized plans than are comprehensive and liberal arts colleges (38 percent). More institutions may offer wellness or health promotion plans to help control growing health care costs.

Wellness programs include health risk appraisals that use questionnaires, and health risk assessments—either in-house or at community agencies—that include physical and bio-medical tests.⁴² These preventive plans also educate faculty members to the benefits of reducing or ceasing activities that are known health dangers. Educational programs for faculty members frequently address tobacco use, stress, high blood pressure, alcohol abuse, and nutrition.

GROUP LIFE INSURANCE

Overall, 88 percent of colleges and universities provide life insurance plans for full-time faculty members. Ninety percent of public four-year institutions, 88 percent of the private four-year institutions, and 85 percent of the public two-year colleges provide some form of life insurance. Group life insurance plans are more likely to be found at research and doctoral institutions than at other types of institutions (Table 2). Private four-year institutions

spent more, on average, per faculty member for life insurance than did the public institutions; the reverse was true at two-year institutions (Table 7). Average institutional expenditures for this benefit have increased over the three-year period, but generally at a rate less than for medical insurance and social security (Table 7).

The expenditure for group life insurance per faculty member is relatively low, but this benefit offers important advantages. First, it provides income to dependents if the faculty or staff member dies. Second, the plan offers every employee a minimum level of protection at less than the cost of most individual policies. Faculty and staff members often may purchase supplemental life insurance through the group plan at their own expense.

DISABILITY INCOME

Disability income programs provide a regular income when illness or injury forces a faculty or staff member to miss work for an extended time period. Long-term disability plans provide income benefits after a specified waiting period of total disability. The disabled employee then receives monthly disability or replacement income benefits for the duration of the disability or for a specified period of time. This benefit—usually a specified percent of the employee's income at the time of disability—varies by institutional policy but a target of 60 percent is common.

About 79 percent of all institutions provide subsidized disability insurance or a disability plan for full-time faculty (Table 2). Four-year private institutions are more likely to provide this benefit (94 percent), than are public four-year (76 percent) or public two-year (70 percent) colleges. The average cost of this benefit varied, by type of institution, from \$106 to \$119 per faculty member in 1991-1992. Private institutions spent more per individual than public colleges, save for two-year colleges. The range: from \$92 at two-year institutions to \$143 at doctoral institutions (Table 7).

TUITION BENEFITS

A majority of colleges and universities offer tuition benefits for spouse (63 percent) and children (65 percent) (Table 2). Comprehensive and liberal arts institutions were the most likely to report these plans, even though the

cost was higher than at public institutions. Nearly 99 percent of the private four-year colleges provided this benefit for children; 94 percent for the spouse. In contrast, less than 50 percent of public institutions reported these benefits. The costs per full-time faculty member were highest at private institutions, ranging from \$168 at two-year colleges to \$1,100 at doctoral institutions.

HOUSING

Only 11 percent of all institutions provide housing assistance as a subsidized fringe benefit. (Table 2). Four-year private institutions and research universities are most likely to provide housing assistance. Private institutions spend more on average per faculty member on this benefit than do public institutions. The increase in cost has been modest over the period shown in Table 7.

The housing benefit takes one of two forms: institutionally owned facilities are rented to college personnel at rates that are below the cost for similar facilities in the open market near the college, or faculty members purchase housing at a below-market mortgage rate that is subsidized by institutional resources.

PARENTAL LEAVE BENEFITS AND DAY CARE BENEFITS

Parental leave benefits—mainly paid maternity leave for full-time faculty members—are provided by 49 percent of all institutions (Table 2). In addition, 10 percent of reporting institutions provide paid paternity leave for full-time faculty members. Private four-year institutions were more likely to provide paid maternity leave (60 percent) than were public four-year (54 percent) or two-year (44 percent) colleges, but public institutions were more likely to provide paid paternity leave.

Only 4 percent of institutions reported some provision for subsidized child care for full-time faculty. Public four-year and two-year colleges (7 percent and 4 percent, respectively) are more likely to provide these services than are private four-year colleges (2 percent).

The expected shortage of new faculty members in the next two decades, and the apparent increase in the numbers of faculty who are members of two-career families, may lead to increased attention to paid maternity and

paternity leaves and to child care as subsidized benefits. These programs should not overlook the new federal legislation that provides leave to deal with family emergencies.

CONCLUSION

Benefits—about 25 percent of faculty salaries—are an increasingly important part of the compensation package for faculty, and an increasingly significant expense for colleges and universities. This increased cost is a state concern at public institutions when the institutional benefit package is part of the state employee benefit plan.

Institutions and faculty members face a common problem from different perspectives. Colleges and universities, at a time of financial constraint, must pay for significant increases in benefit costs, while maintaining competitive faculty salaries and meeting other institutional priorities. Many institutions reshape their health benefits by placing an increasing financial burden on faculty, who must adjust to plans that may require larger co-payments, higher deductibles, and less flexibility in obtaining needed health services.

In the current economic and financial environment, increased benefit costs generally mean fewer institutional dollars for faculty salary increases. Faculty members may therefore need to determine whether tax-free and subsidized benefits are more important than taxable salary increases. This issue is especially sensitive since the increased benefit dollars often seem to buy less benefit coverage. A related question: should faculty members give up voluntary benefits to retain support benefits at full institutional subsidy? How important, for example, are tuition benefits in the face of shrinking health benefit packages? Discussions of financial viability in light of increasing costs for basic benefits must include exchanges on the role of faculty and staff members in addressing these issues.

The impact of abolishing the mandatory retirement age—on faculty decisions about when to retire—will remain unclear for several years, but the proportion of faculty retiring after age 65 is already increasing. The retirement decision, research shows, includes consideration of retirement income levels and the potential impact of inflation, and medical care and insurance costs, as well as non-financial

factors. Institutional decisions regarding pension plans and the availability of medical insurance, including the employee or retiree share of the costs of coverage, may therefore significantly affect the retirement decision. Nor, when analyzing the salary and benefits trade-off, should either colleges nor faculty members overlook the relationship between salary and the eventual retirement annuity.

NOTES

¹ Chronister and Kepple, 1987, 15.

² A 1990 study of benefit costs at 634 institutions conducted by the Teachers Insurance Annuity Association-College Retirement Equity Fund (TIAA-CREF), also found variance in cost by institutional type, control, and region. For 1989, median expenditures as a percent of salary were highest in the West and Mid-Atlantic regions (20.1 percent), and lowest in South (18.3 percent). TIAA, 1990, 18.

³ Between 1989 and 1991 average faculty salary increases, as well as the average increase in the costs of benefits, were much greater for private than for public institutions. But, with the exception of the private doctoral institutions, average salaries remained less at private than at public institutions.

⁴ National Center for Education Statistics, 1990, 45.

⁵ Salisbury, 1991, 10.

⁶ Calvin, 1984, 4.

⁷ A provision in the Omnibus Budget Reconciliation Act of 1986 prohibits employers from discontinuing or reducing pension accruals for employees who work beyond the normal retirement age of a pension plan (Public Law 99-509). Prior to this provision, employers could reduce or discontinue accruals when an employee attained the plan's normal retirement age.

⁸ TIAA, October 1991, 3.

⁹ This inference requires qualification. The earlier group of retirees may have included annuitants who retired when the mandatory retirement age was 65. Further, some recent retirees may have been at institutions that abolished mandatory retirement, and were thereby allowed to work beyond age 70.

¹⁰ See below for extended discussions of defined benefit and defined contribution plans.

¹¹ Mauch, Birch, Matthews, 1990, 22-23.

¹² Hammond and Morgan, 1991, 107.

¹³ Analytical Services, 1991, 7.

¹⁴ Morrell, 1992, 21. The cost-of-living adjustment

(COLA) provision in the Social Security law provides some inflation protection.

¹⁵ Analytical Services, 1991, 35-37.

¹⁶ The age of retirement affects actuarial projections about the number of years the pension annuity will need to be provided.

¹⁷ Hammond and Morgan, 1991, 72.

¹⁸ Shunk, 1993.

¹⁹ TIAA-CREF, 1992, 10; NEA 1992, 7.

²⁰ Daniels and Daniels, 1992, 3.

²¹ Analytical Services, 1991, 16.

²² Analytical Services, 1991, 32.

²³ Johnson, 1987, iv.

²⁴ Chase, 1991, 6.

²⁵ Analytical Services, 1991, 9.

²⁶ Analytical Services, 1991, 31, 35.

²⁷ TIAA, August 1989, 3.

²⁸ King and Cook, 1980, 168.

²⁹ Information is unavailable for determining the provision of these benefits for part-time faculty.

³⁰ TIAA, April 1991, 5.

³¹ El-Khawas, July 1991, 1.

³² El-Khawas, 4.

³³ Hewitt Associates, 1992, 7.

³⁴ Hewitt Associates, 19.

³⁵ Hewitt Associates, 14.

³⁶ Blum, 1991, 10.

³⁷ March, 1993, 1.

³⁸ TIAA-CREF, 1993, 6.

³⁹ *Ibid.*, 14.

⁴⁰ Shultz and Woyke, 1986, 321.

⁴¹ CUPA, June 22, 1992, 1.

⁴² CUPA, May 11, 1992, 3.

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ADMINISTRATIVE STAFF: SALARIES AND ISSUES

by *David C. Montgomery and
Gwendolyn L. Lewis*

David Montgomery is the vice president for academic affairs of the University of Maryland University College. He has taught and held positions in institutional analysis and planning at Oberlin College, the Florida University system, Memphis State University, and the University of Maryland system. Montgomery's B.S. from MIT and Ph.D. from the University of Illinois are in physics.

Gwendolyn L. Lewis specializes in science education policy as senior education specialist with the U.S. Department of Agriculture. She has worked for the National Science Foundation, College Board, National Research Council, Associated Colleges of the Midwest, Cornell, and the University of Pittsburgh. She has a B.A. in mathematics from Reed College and an M.S. and Ph.D. in sociology from San Jose State and Princeton.

The size and complexity of academic administration have changed substantially since 1878, when the presidents of Harvard and Cornell each hired a second senior official.¹ Changes in the need for, and use of, administrative staff arose from the growth in student populations, the increased demand for services, reduced faculty responsibility for administrative duties, and pressures for accountability to governments, students, alumni, and donors.² Faculty members and others decry the recent burgeoning of administrative staff at colleges and universities. But the introduction of new functions, and the need for both differentiation of duties and coordination, require staff professionalization and other less visible changes in the composition and function of the academic workforce.

This chapter describes national trends in the demographics, qualifications, compensation, and career paths of administrative workers over the last decade—characteristics that vary considerably with the size and type of the institution served. Our study addresses these questions:

- What are the significant descriptors of the nonfaculty workforce of higher education?
- How are women faring in administrative jobs?
- Which administrative categories are growing?
- What are the recent trends for administrative salaries?
- Do higher education administrators earn as much as administrators in other organizations or as faculty members with similar credentials?
- Are there common career paths for administrators?
- To what extent are nonfaculty employees unionized?
- How will current trends affect administrators in the future?

CATEGORIES OF EMPLOYMENT

The seven job categories used by the Equal Employment Opportunity Commission (EEOC) permit us to describe the distribution and characteristics of higher education employees. Two major sources of data on

employment in higher education use these EEO categories—the biannual reports required of employers by EEOC and the annual reports filed by colleges and universities with the National Center for Educational Statistics of the U.S. Department of Education. The seven categories may be divided into professional and nonprofessional positions.³

Professional Positions

Administrative, executive, and managerial: Persons whose assignments require primary and major responsibility for management of the institution or a customarily recognized subdivision. "Executive," the term used in this chapter, includes presidents, vice presidents, deans—including associate or assistant deans—directors, and department chairs, if their principal activity is administrative.

Faculty: Persons conducting instruction, research, or public service as a principal activity and who hold academic-rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent. This category includes individuals with titles that would otherwise be classified as executive, if their principal activity is instructional, but it does not include student teachers, research assistants, or medical interns or residents.

Support professional: Persons employed primarily to perform academic and institutional support and student service activities. These assignments require college graduation or comparable experience. The category includes lawyers, librarians, accountants, student personnel workers, counselors, systems analysts, and coaches.

All executive and support professional positions are commonly referred to as administrators. But most administrators, by this definition, are not managers; that is, they do not supervise other positions or, if they do, the supervision is incidental to the tasks that categorize them as administrators.

Nonprofessional Positions

Technical and paraprofessional: Persons whose assignments require specialized knowledge or skills acquired through experience or academic work, often in two-year technical institutes or community colleges. Technical assistant positions include computer programmers and operators, drafters, licensed practical or vocational nurses, dietitians, and scientific assistants.

Clerical and secretarial: Persons whose assignments typically are associated with clerical or secretarial activities. The category includes individuals responsible for internal and external communications, the recording and retrieval of data (other than computer programmers), bookkeeping, as well as sales clerks—bookstore employees, for example—and library clerks who are not recognized as librarians.

Skilled crafts: Persons whose assignments typically require special manual skills and a thorough, comprehensive knowledge of the processes involved in the work. Skilled workers, including mechanics and repairers, may acquire their knowledge through on-the-job training and experience or through apprenticeship or other formal training programs.

Service/maintenance: Persons whose assignments require limited skills and knowledge, and workers, including custodial and security personnel, whose duties result in or contribute to the comfort or hygiene of personnel and the student body or the upkeep and care of institutional property.

Legal and Academic Distinctions

The federal Fair Labor Standards Act, which governs the amount of time that employees may work before they are eligible for over-time pay, allows exemptions from its provisions. The line separating "exempt" and "nonexempt" positions divides the institutional workforce into two groups. The extent of the individual's supervisory responsibility is the major criterion for exemption; other criteria include salary and title. The resulting division may not agree with the above categorization of "professional" positions.

Public academic institutions may have personnel structures determined by the relevant state or local government. Many states, for example, have a group of "classified" employees corresponding roughly, but not exactly, to "nonexempt" positions. The governmental personnel structure may also dictate the treatment of unique classes of employees, such as librarians, whose status as faculty members depends on the jurisdiction.

Analysts also distinguish between areas of administrative expertise—academic, financial, or student affairs, for example—and between jobs oriented to external affairs or to internal administrative functions—development officers vs. academic counselors, for example.

Some positions require the administrator to have faculty credentials. Officials may retain faculty status while serving in an administrative capacity, and may well return to full-time faculty ranks.

This discussion emphasizes positions that are unique to educational institutions, and largely omits nonprofessional positions whose characteristics and tasks resemble jobs in other organizations—office workers and maintenance personnel, for example. Some other discussions refer to “nonacademic employees” or simply “staff” to identify those employees of an academic institution who are not faculty members or graduate or undergraduate assistants. That distinction, not used in this chapter because of its inclusiveness, may or may not exclude executive positions.

DEMOGRAPHICS

Type of Employment

The 1.8 million full-time employees responsible for conducting the business of colleges and universities in 1991-1992 include three major classifications: faculty (29.1 percent), administrators (27.8 percent), and nonprofessional staff (43.1 percent).⁴ Table 1 subdivides the administrative categories into professional positions—executive employees (7.7 percent) and “support professionals” (20.1 percent)—and nonprofessional staff—secretarial or clerical workers (20.4 percent), technical and paraprofessional employees (8.2 percent), skilled craftspersons (3.5 percent), and service and maintenance workers (11.0 percent). Higher education clearly requires the service of many nonfaculty employees.

Gender

Colleges and universities provide full-time employment to men and women in almost equal numbers, but representation within job categories, especially in nonprofessional positions, is gender-specific. Women held 91.4 percent of the secretarial and clerical positions in 1991-1992; men monopolized 94.5 percent of the skilled crafts positions, and held 62.0 percent of the service and maintenance positions. Men held 68.2 percent of full-time faculty positions, and 60.9 percent of executive posts, while women held 59.1 percent of the “support professional” positions. A 1987-1988 study

found that, among high-level administrative positions, the proportion of women was highest among chief student affairs officers (25 percent). That proportion declined from 20 percent of chief development officers to 17 percent of chief academic officers, 10 percent of chief business officers, and 10 percent of single institution CEO's.⁵

The distribution of women within a job category may also be gender-related. Women held 27 percent of all academic deanships in 1987, but the proportion of women ranged from 97 percent of nursing school deans and 77 percent of home economics deans—the only two deanships with more than 50 percent women—to 8 percent of law school deans. Positions within a hierarchy were also gender-related. In 1987, for example, women held 28 percent of all admissions directorships, 50 percent of the associate directorships, and 66 percent of the assistant directorships.⁶ Women were more likely to hold high-level administrative positions in private institutions than in public.

Race and Ethnicity

White job holders dominate the high status job titles in colleges and universities (Table 1). Differences in the proportion of whites in the professional ranks are small—faculty (87.7 percent), executives (86.8 percent), support professionals (82.6 percent). In the nonprofessional category, the proportion of whites descends from skilled crafts (81.4 percent), to secretarial positions (75.4 percent), technical fields (73.8 percent), and service and maintenance positions (56.1 percent).

White women are only slightly less likely to monopolize the high status jobs than white men. Black women do twice as well as Black men in obtaining professional level academic jobs, but they are not represented in proportion to their numbers in the population.⁷ Hispanic men and women are about equally underrepresented in university and college positions.

Comparison with Other Sectors

Non-white racial and ethnic groups are better represented in the state and local government sector than in higher education, but these groups appear in greater proportions in higher education than in private industry (Table 2). Higher education has by far a greater

TABLE 1

HIGHER EDUCATION FULL-TIME EMPLOYEES BY JOB CATEGORY, RACE, AND GENDER, 1991-1992

ALL EMPLOYEES Number (in thousands)						
Job Category	Total	White	Black	Hispanic	Asian	Nat. Amer. Alaskan Nat.
All	1,786,569 (100.0%)	1,415,686 (79.2%)	219,469 (12.3%)	74,660 (4.2%)	68,554 (3.8%)	8,200 (0.5%)
Professional	1,016,781 (100.0%)	871,850 (85.7%)	67,543 (6.6%)	25,742 (2.5%)	47,984 (4.7%)	3,662 (0.4%)
Executive	136,908 (100.0%)	118,903 (86.8%)	11,886 (8.7%)	3,453 (2.5%)	2,163 (1.6%)	503 (0.4%)
Faculty	520,551 (100.0%)	456,316 (87.7%)	24,611 (4.7%)	11,424 (2.2%)	26,545 (5.1%)	1,655 (0.3%)
Supp./Prof.	359,322 (100.0%)	296,631 (82.6%)	31,046 (8.6%)	10,865 (3.0%)	19,276 (5.4%)	1,504 (0.4%)
Nonprofess.	769,788 (100.0%)	543,836 (70.6%)	151,926 (19.7%)	48,918 (6.4%)	20,570 (2.7%)	4,538 (0.6%)
Technical	146,267 (100.0%)	107,926 (73.8%)	23,123 (15.8%)	7,808 (5.3%)	6,631 (4.5%)	779 (0.5%)
Clerical	365,332 (100.0%)	275,285 (75.4%)	59,210 (16.2%)	20,074 (5.5%)	8,712 (2.4%)	2,051 (0.6%)
Skilled	62,052 (100.0%)	50,502 (81.4%)	6,868 (11.1%)	3,437 (5.5%)	809 (1.3%)	436 (0.7%)
Service	196,137 (100.0%)	110,123 (56.1%)	62,725 (32.0%)	17,599 (9.0%)	4,418 (2.3%)	1,272 (0.6%)
MEN Number of Employees						
Job Category	Total-All Races	White	Black	Hispanic	Asian	Nat. Amer. Alaskan Nat.
Total	858,799 (100.0%)	698,318 (81.3%)	82,336 (9.6%)	35,587 (4.1%)	38,833 (4.5%)	3,705 (0.4%)
Professional	584,160 (100.0%)	508,719 (87.1%)	28,814 (4.9%)	13,957 (2.4%)	30,760 (5.3%)	1,910 (0.3%)
Executive	81,949 (100.0%)	72,686 (88.7%)	5,711 (7.0%)	1,992 (2.4%)	1,275 (1.6%)	285 (0.3%)
Faculty	355,257 (100.0%)	313,267 (88.2%)	13,107 (3.7%)	7,347 (2.1%)	20,520 (5.8%)	1,016 (0.3%)
Supp./Prof.	146,954 (100.0%)	122,766 (83.5%)	9,996 (6.8%)	4,618 (3.1%)	8,965 (6.1%)	609 (0.4%)
Nonprofess.	274,619 (100.0%)	189,599 (69.0%)	53,522 (19.5%)	21,630 (7.9%)	8,073 (2.9%)	1,795 (0.7%)
Technical	63,004 (100.0%)	48,719 (77.3%)	7,247 (11.5%)	3,756 (6.0%)	2,929 (4.6%)	353 (0.6%)
Clerical	31,416 (100.0%)	20,539 (65.4%)	6,286 (20.0%)	2,711 (8.6%)	1,679 (5.3%)	201 (0.6%)
Skilled	58,631 (100.0%)	47,991 (81.9%)	6,207 (10.6%)	3,281 (5.6%)	741 (1.3%)	411 (0.7%)
Service	121,568 (100.0%)	72,350 (59.5%)	33,782 (27.8%)	11,882 (9.8%)	2,724 (2.2%)	830 (0.7%)
WOMEN Number of Employees						
Job Category	Total-All Races	White	Black	Hispanic	Asian	Nat. Amer. Alaskan Nat.
Total	927,790 (100.0%)	717,368 (77.3%)	137,133 (14.8%)	39,073 (4.2%)	29,721 (3.2%)	4,495 (0.5%)
Professional	432,621 (100.0%)	363,131 (83.9%)	38,729 (9.0%)	11,785 (2.7%)	17,224 (4.0%)	1,752 (0.4%)
Executive	54,959 (100.0%)	46,217 (84.1%)	6,175 (11.2%)	1,461 (2.7%)	888 (1.6%)	218 (0.4%)
Faculty	165,294 (100.0%)	143,049 (86.5%)	11,504 (7.0%)	4,077 (2.5%)	6,025 (3.6%)	639 (0.4%)
Supp./Prof.	212,368 (100.0%)	173,865 (81.9%)	21,050 (9.9%)	6,247 (2.9%)	10,311 (4.9%)	895 (0.4%)
Nonprofess.	495,169 (100.0%)	354,237 (71.5%)	98,404 (19.9%)	27,288 (5.5%)	12,497 (2.5%)	2,743 (0.6%)
Technical	83,263 (100.0%)	59,207 (71.1%)	15,876 (19.1%)	4,052 (4.9%)	3,702 (4.4%)	426 (0.5%)
Clerical	333,916 (100.0%)	254,746 (76.3%)	52,924 (15.8%)	17,363 (5.2%)	7,033 (2.1%)	1,850 (0.6%)
Skilled	3,421 (100.0%)	2,511 (73.4%)	661 (19.3%)	156 (4.6%)	68 (2.0%)	25 (0.7%)
Service	74,569 (100.0%)	37,773 (50.7%)	28,943 (38.8%)	5,717 (7.7%)	1,694 (2.3%)	442 (0.6%)

SOURCE: U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information, 1991."

percentage of women in executive, professional (nonfaculty), and secretarial/clerical positions than has either state and local govern-

ment or private industry. Women in the professional category are actually "overrepresented" in higher education.⁸

TABLE 2

**EMPLOYEES IN THREE JOB CATEGORIES BY RACE AND GENDER FOR THREE EMPLOYMENT SECTORS
(NUMBERS IN THOUSANDS)**

	Private Industry ^a				State and Local Government ^b				Higher Education ^c			
	Male	Female	Both*	%	Male	Female	Both*	%	Male	Female	Both*	%
Officials/Administrators					Officials/Administrators				Executive/Administrator			
White	2,639	1,009	3,649	89.7	181	73	254	84.8	73	46	119	86.8
Black	118	88	207	5.1	15	15	30	10.2	6	6	12	8.7
Hispanic	80	37	117	2.9	6	4	10	3.4	2	1	3	2.5
Asian	56	24	80	2.0	2	1	4	1.3	1	1	2	1.6
Indian	9	4	13	0.3	1	***	1	0.4	***	***	1	0.4
Total*	2,903	1,162	4,066	100.0	206	94	299	100.0	82	55	137	100.0
%	71.4	28.6	100.0		68.7	31.3	100.0		59.9	40.1	100.0	
Professionals					Professionals				Professional—nonfaculty			
White	2,273	2,101	4,374	86.5	492	443	935	78.4	123	174	297	82.6
Black	97	174	271	5.4	56	102	157	13.2	10	21	31	8.6
Hispanic	67	62	129	2.6	25	25	50	4.2	5	6	11	3.0
Asian	142	125	268	5.3	22	22	44	3.7	9	10	19	5.4
Indian	7	7	14	0.3	3	3	6	0.5	1	1	2	0.4
Total*	2,586	2,470	5,056	100.0	598	594	1,192	100.0	147	212	359	100.0
%	51.2	48.8	100.0		50.2	49.8	100.0		40.9	59.1	100.0	
Office and Clerical Workers					Administrative Support**				Secretarial/Clerical			
White	665	3,697	4,363	76.7	82	600	683	70.2	21	255	275	75.4
Black	138	658	796	14.0	24	167	191	19.6	6	53	59	16.2
Hispanic	77	269	346	6.1	11	62	73	7.5	3	17	20	5.5
Asian	43	115	158	2.8	5	16	21	2.1	2	7	9	2.4
Indian	6	18	24	0.4	1	4	6	0.6	***	2	2	0.6
Total*	929	4,757	5,686	100.0	123	849	972	100.0	31	334	365	100.0
%	16.3	83.7	100.0		12.7	87.3	100.0		8.6	91.4	100.0	

^a All employees, 1991.

^b Full-time employees, 1990.

^c Full-time employees, 1991.

* Errors due to rounding.

** Includes clerical.

*** Less than 500.

SOURCES: EEOC, Job Patterns for Minorities and Women in Private Industry 1991 (Washington, D.C.: EEOC, 1992), 1; EEOC, Job Patterns for Minorities and Women in State and Local Government 1990 (Washington, D.C.: EEOC, 1991), 4, 5, 9.

"EEO-6 Higher Education Staff Information, 1991," Table 1.

THE CHANGING ACADEMIC WORKFORCE

Size

The most dramatic change in the occupational structure of higher education since the 1970s is the growth in professional personnel categories, especially support professionals (Table 3). The number of full-time-equivalent (FTE) support professionals in all institutions grew by 91.1 percent over this period—30.4 percent from 1977 to 1983, another 46.6 percent between 1983 and 1989.⁹

In contrast, the total number of FTE personnel increased by only 28.1 percent between 1977 and 1989. FTE faculty membership and nonprofessional staff size increased by 19.3 percent and 16.6 percent, respectively, during that period, conforming to the 16.2 percent increase in FTE student enrollment.¹⁰

These patterns occurred in all types of institutions, though faculty growth exceeded enrollment growth in four-year institutions, but lagged behind enrollment growth in the two-year sector. The executive category grew faster than FTE enrollment in all types of colleges

TABLE 3

HIGHER EDUCATION FTE EMPLOYEES BY JOB CATEGORY, YEAR (1977, 1983, AND 1989), AND TYPE OF INSTITUTION (NUMBERS IN THOUSANDS)

ALL INSTITUTIONS						
Job Category	Employees*			Percent Increase		
	1977	1983	1989	1977-1983	1983-1989	1977-1989
Professional	817	913	1130	11.8	23.8	38.3
Executive	103	112	141	8.7	25.9	36.9
Faculty	523	552	624	5.5	13.0	19.3
Supp./Prof.	191	249	365	30.4	46.6	91.1
Nonprofessional	725	751	845	3.6	12.5	16.6
Technical	120	138	158	15.0	14.5	31.7
Clerical	334	349	402	4.5	15.2	20.4
Skilled	52	55	66	5.8	20.0	26.9
Service	219	209	219	-4.6	4.8	0.0
Total	1,542	1,664	1,975	7.9	18.7	28.1
HC Enrollment	11,285	12,465	13,539	10.5	8.6	20.0
FTE Enrollment	8,415	9,166	9,781	8.9	6.7	16.2
PUBLIC INSTITUTIONS						
Job Category	Employees*			Percent Increase		
	1977	1983	1989	1977-1983	1983-1989	1977-1989
Professional	570	614	772	7.7	25.7	35.4
Executive	62	65	82	4.8	26.2	32.3
Faculty	378	384	436	1.6	13.5	15.3
Supp./Prof.	130	165	254	26.9	53.9	95.4
Nonprofessional	497	502	577	1.0	14.9	16.1
Technical	84	91	112	8.3	23.1	33.3
Clerical	227	232	270	2.2	16.4	18.9
Skilled	37	39	48	5.4	23.1	29.7
Service	149	140	147	-6.0	5.0	-1.3
Total	1,067	1,116	1,349	4.6	20.9	26.4
HC Enrollment	8,847	9,682	10,578	9.4	9.3	19.6
FTE Enrollment	6,396	6,882	7,372	7.6	7.1	15.3

TABLE 3 (continued)

FOUR-YEAR INSTITUTIONS						
Job Category	Employees*			Percent Increase		
	1977	1983	1989	1977-1983	1983-1989	1977-1989
Professional	666	739	934	11.0	26.4	40.2
Executive	86	92	119	7.0	29.3	38.4
Faculty	401	417	480	4.0	15.1	19.7
Supp./Prof.	179	230	335	28.5	45.7	87.2
Nonprofessional	638	652	737	2.2	13.0	15.5
Technical	107	121	138	13.1	14.0	29.0
Clerical	290	300	346	3.4	15.3	19.3
Skilled	47	49	60	4.3	22.4	27.7
Service	194	182	193	-6.2	6.0	-0.5
Total	1,304	1,391	1,671	6.7	20.1	28.1
HC Enrollment	7,423	7,741	8,387	6.9	8.3	15.8
FTE Enrollment	5,935	6,325	6,814	6.6	7.7	14.8

TWO-YEAR INSTITUTIONS						
Job Category	Employees*			Percent Increase		
	1977	1983	1989	1977-1983	1983-1989	1977-1989
Professional	153	173	197	13.1	13.9	28.8
Executive	18	20	22	11.1	10.0	22.2
Faculty	123	134	144	8.9	7.5	17.1
Supp./Prof.	12	19	31	58.3	63.2	158.3
Nonprofessional	86	100	109	16.3	9.0	26.7
Technical	12	18	21	50.0	16.7	75.0
Clerical	44	49	56	11.4	14.3	27.3
Skilled	5	6	6	20.0	0.0	20.0
Service	25	27	26	8.0	-3.7	4.0
Total	239	273	306	14.2	12.1	28.0
HC Enrollment	4,043	4,723	5,151	16.8	9.1	27.4
FTE Enrollment	2,480	2,841	2,968	14.6	4.5	19.7

NOTES: Data collected as of Fall of year.

HC enrollment indicates head count student enrollment.

FTE enrollment indicates full-time equivalent enrollment.

* Number in thousands.

SOURCE: U.S. Department of Education, *The Condition of Education, 1992* (Washington, D.C., NCES, 1992), Table 54-3.

and universities. But two-year colleges exhibited little difference in growth between FTE executive positions and FTE enrollment, and executive growth lagged the increase in headcount enrollment. The growth in support professional positions most dramatically exceeded growth in all other categories in the two-year sector—a 158 percent increase between 1977 and 1989.

Changing student demography explains part

of the rapid growth among support professionals. The number of part-time students in higher education, particularly in two-year institutions, increased substantially; so the total headcount enrollment increased faster than the FTE.¹¹ The workload for many administrative jobs is driven by headcount, not FTE, so it is not surprising to find that employment growth exceeded the rate of increase in FTE enrollment. Jobs that served students without

regard to their course loads, in admissions and registration for example, fell into the support professional category, which showed the highest rate of increase.

The distinction between headcount and FTE enrollment does not entirely explain the soaring number of support professionals. Observers suggest three additional factors. First, higher education is expected to perform more functions, and the burden largely falls onto support professionals, who respond by expanding their expertise and service capabilities. Second, increased requirements for accountability lead to creation of more support professional positions. Third, professional staff absorb some tasks previously carried out by faculty members.¹²

The particular surge within community colleges calls for explanation. The percentage of support personnel doubled from 5.1 percent of the total FTE staff in 1977 in two-year colleges to 10.1 percent in 1989. The corresponding figures for four-year colleges were 13.7 percent and 20.0 percent. The use of support professionals in two-year institutions thus increasingly resembles their use in four-year colleges.¹³

Expenditures

Are workforce changes consonant with expenditure categories reported by the nation's institutions of higher education? Table 4 shows consistency in the distribution of current fund expenditures by major categories for FY 1982, FY 1986, and FY 1990.¹⁴ Between 1982 and 1990, the sum of faculty salaries and other costs directly attributed to instruction, research, and public service held constant at about 44 percent of total current funds expenditures. Similarly, the functions of administration, including academic support, student services, institutional support, and plant operation and maintenance, were a remarkably constant 28 percent of expenditures. Only one major category changed its contribution to the total by more than 0.7 percent—the amount of scholarships awarded to students increased from less than 4 percent to almost 5 percent of expenditures between FY 1982 and FY 1990.

A consistent distribution of expenditures is equivalent to a consistent rate of growth across categories. Table 4 shows a 41.9 percent increase in total current fund expenditures from FY 1982 to FY 1990, corrected for inflation. The significant shifts in expenditures are found

within categories. Markedly slow growth in operations and maintenance expenditures actually *held down* growth in the administrative category. The growth rates in the three "support" areas—academic support, student services, and institutional support—50 percent, 49 percent, and 45 percent, respectively—all exceeded the 36 percent growth rate in instruction.

Thus, growth of expenditures is consistent with shifts in staff distribution from instruction to the support functions. But to investigate the relative decrease in instructional activity, we may combine the dollars spent in instruction and "support" into one category. The \$70 billion total in FY 1990 reflects a 40.5 percent increase from FY 1982. But research and public service expenditures increased by 56 percent and 58 percent, respectively. Thus, even if all increases in "support" maintain the instructional mission, the perception of a reduction in emphasis from instruction really stems from increased research and public service activity.

Recent Changes in Workforce Composition

From 1987-1988 to 1989-1990, total full-time employment at colleges and universities increased by 5.3 percent, but between 1989-1990 and 1991-1992, employment slowed to a 0.4 percent increase (Table 5). Changes in the proportions of employees in each occupational category varied considerably in the first two-year period—support professionals increased by 14.2 percent; executives, by 7.5 percent, nonprofessional workers by 5.0 percent. In contrast, the faculty category showed only a 0.2 percent growth.

During the virtual standstill in employment at universities and colleges between 1989-1990 and 1991-1992, sizeable growth occurred only in the support professions—6.5 percent. But a 3.8 percent decline in skilled crafts and a 3.2 percent drop in service/maintenance workers offset this increase.

The rate of women's employment increased at almost twice the men's rate between 1987 and 1989—6.9 percent vs. 3.7 percent. This growth differential resulted from a 30.5 percent increase in women's employment in skilled crafts—men had a 10.6 percent growth rate—an equal share in increases among support professionals (14.1 percent vs. 14.4 percent for women and men, respectively), and a

TABLE 4

**HIGHER EDUCATION INSTITUTIONS' CURRENT FUND EXPENDITURES (IN CONSTANT 1990 DOLLARS IN MILLIONS),
1981-1982 THROUGH 1989-1990**

	1981-1982		1985-1986		1989-1990		8-year % inc.
		% of total		% of total		% of total	
Instruction	\$30,976		\$36,214		\$42,146		36.1
Research	7,999		9,846		12,506		56.3
Public Service	2,973		3,640		4,690		57.8
Subtotal	41,948	44.4	49,700	43.7	59,342	44.1	41.5
Acad. suppt	6,282		7,781		9,438		50.2
Student servs	4,286		5,325		6,388		49.0
Instr. support	8,729		10,912		12,674		45.2
O and M	8,066		8,875		9,458		17.3
Subtotal	27,363	28.8	32,893	28.9	37,958	28.2	38.7
Mand. transfer	1,057		1,392		1,630		54.2
Aux. enter.	10,789		12,287		13,204		22.4
Hospitals	8,410		10,144		12,679		50.8
Ind. Operation	1,698		2,553		3,187		87.7
Subtotal	21,954	23.1	26,376	23.2	30,700	22.8	39.8
Scholarships	3,622	3.8	4,855	4.3	6,656	4.9	83.8
Total	\$94,888	100.0	\$113,824	100.0	\$134,656	100.0	41.9

SOURCE: U.S. Department of Education, Current Funds Revenues and Expenditures of Institutions of Higher Education: Fiscal Years 1982-1990 (Washington, D.C.: OERI, 1992), Table 2.

5.7 percent increase in women faculty members during a period of declining employment for men. Women's representation also grew by 10.8 percent and 5.0 percent in the executive and maintenance categories respectively.

The gender balance continued to change in women's favor during the second two-year period. The number of women increased by 2.7 percent in the executive category and by 4.4 percent among faculty, while the number of men decreased in both categories. The proportion of women increased faster than men in the support professions—7.3 percent vs. 5.2 percent.¹⁵ The lower median salaries paid women may help to explain the substitution of women for men in a stressful economy.

ANNUAL SALARIES

The College and University Personnel Association (CUPA) annually reports the most comprehensive, up-to-date data on the salaries

of about 167 administrative titles by institutional category at American colleges and universities.¹⁶ CUPA's extensive questionnaire may contribute to the relatively low but stable 42 percent return rate; but it answers many questions concerning administrative salary levels. CUPA provides salary data for 12-month positions existing in the fall of the reporting year. The figures cover cash earnings, excluding fringe benefits, and are limited to institutional funds.¹⁷

In 1992-1993, the all-institution median salaries for the chief officers (normally vice presidents) of the traditional divisions were \$75,500 for academic affairs, \$72,040 for business, \$66,992 for development, and \$63,000 for student affairs.¹⁸ The rank order of position by median salary was relatively constant across institutional type, public or private. The aggregations of independent colleges and doctoral, comprehensive, and general baccalaureate institutions all maintained the rank order of

TABLE 5

**HIGHER EDUCATION FULL-TIME EMPLOYEES BY JOB CATEGORY, YEAR (1987, 1989, AND 1991), AND GENDER
(NUMBERS IN THOUSANDS)**

	Employees									Percent Increase					
	1987			1989			1991			1987-1989			1989-1991		
	Both	Wo-	men	Both	Wo-	men	Both	Men	men	Both	Men	men	Both	Men	Wo-
Total	1,689	840	849	1,779	871	908	1,786	859	928	5.3	3.7	6.9	0.4	-1.4	2.2
Professional	948	576	371	1,000	591	410	1,017	584	433	5.6	2.5	10.3	1.6	-1.1	5.6
Executive	129	81	48	138	85	54	137	82	55	7.5	5.5	10.8	-1.1	-3.5	2.7
Faculty	523	374	150	524	366	158	521	355	165	0.2	-2.0	5.7	-0.7	-3.0	4.4
Supp./Prof.	296	122	173	338	140	198	359	147	212	14.2	14.4	14.1	6.5	5.2	7.3
Nonprof.	741	264	477	779	281	498	770	275	495	5.0	6.3	4.3	-1.2	-2.1	-0.6
Technical	136	57	79	145	64	82	146	63	83	6.9	11.7	3.4	0.6	-1.3	2.1
Clerical	350	29	321	366	31	335	365	31	334	4.6	7.8	4.3	-0.3	1.5	-0.4
Skilled	58	55	3	65	61	3	62	59	3	11.5	10.6	30.5	-3.8	-4.2	2.9
Service	197	123	74	203	125	78	196	122	75	2.7	1.3	5.0	-3.2	-2.5	-4.3

NOTES: Percentage increases were calculated before rounding to the nearest 1,000 employees.
Data reflect fall of year.

SOURCES: U.S. Department of Education, Fall Staff in Postsecondary Institutions, 1987, 1989.
U.S. Equal Employment Opportunity Commission, "EEO-6 Higher Education Staff Information, 1991."

salaries of these four officers. The order of development and student affairs was reversed at all public and all two-year institutions.

Market forces influenced the salaries of deans. The median salary for deans of many schools exceeded the salaries of the "chief" officers. In 1992-1993, for example, deans of medicine had the highest median salary (\$182,624); system CEOs earned \$110,797. The chief academic officer received a smaller median salary than the deans of architecture, agriculture, dentistry, engineering, home economics, law, medicine, pharmacy, public health, social work, and veterinary science, that is, most professional schools.¹⁹

Tables 6, 7, and 8 compare median salaries for three groups of selected administrative positions for 1981-1982, 1986-1987, 1991-1992, and 1992-1993 at public, independent, and religious-affiliated institutions, respectively.²⁰ The first group includes the senior officers of an institution—the chief executive officer, normally the president or chancellor, and the four

chief officers of the academic, business, external, and student divisions. The second group selects eight deans for whom the data are available over the given years and for whom—save for the dean of arts and sciences—faculty disciplines correspond. The third group—support professionals—selects representation across the four divisions, and permits a consistent comparison of salaries by position over the years. Because the average salaries of the deans and the support professionals are derived from a sample, the absolute values of these salaries do not typify all positions in the category. But changes in these averages are meaningful.

Rank order of the salaries was relatively independent of the type of institutional control. The salary of the engineering dean—consistently the highest paid among the deans—uniformly exceeded the salaries of all senior officers, except for the CEO.²¹ The chief officers for personnel and plant led the other support professionals in salary.²² The 11-year salary increases for the five-senior-position

average exceeded the corresponding increases for support positions for each institutional type—82 percent vs. 66 percent at public colleges, 101 percent vs. 78 percent at independent colleges, and 95 vs. 68 percent at religious-affiliated institutions. In short, the rich got richer. Deans and support professionals received similar increases at the independent and the religious-affiliated institutions. But the

deans averaged an 86 percent increase at the public institutions; senior officers and support professionals averaged 82 and 66 percent, respectively.

The differences in salary patterns across institutional types may reflect both what is possible and what is valued. The salaries at religious institutions were uniformly lowest of the three types. Average salaries for the public-

TABLE 6

**MEDIAN SALARIES FOR SELECTED ADMINISTRATIVE POSITIONS—PUBLIC INSTITUTIONS,
1981-1982 THROUGH 1992-1993 (DOLLARS IN THOUSANDS)**

	Salaries (in \$1,000s)				Percent Increase		
	1981-1982	1986-1987	1991-1992	1992-1993	1981-1986	1986-1991	1991-1992
Senior							
CEO, Institution	52.0	69.9	93.5	96.0	34.4	33.8	2.7
Chief Academic	43.0	58.3	76.2	78.3	35.6	30.7	2.8
Chief Business	40.5	53.8	71.6	73.4	32.8	33.1	2.5
Chief Development	36.5	48.1	65.0	67.0	31.8	35.1	3.1
Chief Student Affairs	37.8	50.1	66.2	67.3	32.5	32.1	1.7
Average 5 Senior	42.0	56.0	74.5	76.4	33.6	32.9	2.6
Deans							
Arts and Sciences	42.2	57.7	72.4	72.8	36.7	25.5	0.6
Business	39.2	55.7	71.6	72.9	42.1	28.5	1.8
Education	44.0	58.0	74.4	75.3	31.8	28.3	1.2
Engineering	48.1	68.9	90.2	96.6	43.2	30.9	7.1
Fine Arts	40.7	54.6	70.8	72.7	34.2	29.7	2.7
Nursing	37.5	53.5	68.9	70.6	42.7	28.8	2.5
Sciences	37.3	49.7	65.7	67.4	33.2	32.2	2.6
Social Work	46.6	66.1	87.4	89.9	41.8	32.2	2.9
Average 8 Deans	41.9	58.1	75.6	77.9	38.5	30.1	3.1
Support							
Dir. Educ. Media Srv.	27.2	34.9	43.3	44.0	28.3	24.1	1.6
Dir. Personnel*	32.2	43.0	54.6	55.8	33.5	27.0	2.2
Dir. Physical Plant	30.0	40.2	53.1	53.5	34.0	32.1	0.8
Bursar	23.9	31.3	40.1	41.3	31.0	28.1	3.0
Dir. Publications	25.6	32.6	39.3	40.5	27.3	20.6	3.1
Dir. Admissions**	31.1	36.0	47.8	48.7	15.8	32.8	1.9
Registrar	28.7	37.5	46.5	48.3	30.7	24.0	3.9
Dir. Foreign Students	24.8	29.7	38.2	38.5	19.8	28.6	0.8
Dir. Alumni Affairs	24.5	32.2	41.4	42.3	31.4	28.6	2.2
Average 9 Support	27.6	35.3	44.9	45.9	28.0	27.4	2.1

* Title was Director in 1981-1982; Chief officer, afterwards.

** Title was Director in 1981-1982 and 1986-1987; Chief officer, afterwards.

NOTE: Data for 1991-1992 and 1992-1993 include only institutions reporting total budget.

SOURCE: College and University Personnel Association, Administrative Compensation Surveys, 1981-1982, 1986-1987, 1991-1992, 1992-1993.

institution deans exceeded the earnings of counterparts at independent institutions, but each category displayed great variation. Public institutions showed higher salary levels for all support professions except admissions officers. But each senior position in the independent sector received the higher median salary, except for the chief of student affairs. In 1992-1993, median CEO salaries were 25 percent

higher at independent colleges than at public institutions.

Administrators received higher salary increases at independent institutions than at public colleges and universities. Between 1981-1982 and 1992-1993, average salaries paid to senior officers increased by 101 percent at the independent colleges; and 82 percent at the public institutions.

TABLE 7

**MEDIAN SALARIES FOR SELECTED ADMINISTRATIVE POSITIONS—INDEPENDENT INSTITUTIONS,
1981-1982 THROUGH 1992-1993 (DOLLARS IN THOUSANDS)**

	Salaries (in \$1,000s)				Percent Increase		
	1981-1982	1986-1987	1991-1992	1992-1993	1981-1986	1986-1991	1991-1992
Senior							
CEO, Institution	57.5	81.0	113.6	120.0	40.9	40.2	5.6
Chief Academic	42.5	57.0	77.9	82.5	34.1	36.7	5.9
Chief Business	40.0	55.0	76.1	81.9	37.5	38.4	7.6
Chief Development	37.1	53.0	71.6	75.0	42.9	35.1	4.7
Chief Student Affairs	33.4	44.0	59.8	63.5	31.7	35.9	6.2
Average 5 Senior	42.1	58.0	79.8	84.6	37.8	37.6	6.0
Deans							
Arts and Sciences	45.0	60.0	73.7	80.9	33.3	22.8	9.8
Business	47.5	60.0	80.6	85.5	26.3	34.3	6.1
Education	40.7	45.1	54.4	62.4	10.8	20.6	14.7
Engineering	52.0	68.5	93.0	102.0	31.7	35.8	9.7
Fine Arts	40.0	49.0	59.3	62.6	22.5	21.0	5.6
Nursing	35.0	47.3	65.0	64.7	35.1	37.4	-0.5
Sciences	29.2	50.0	56.9	58.0	71.2	13.8	1.9
Social Work	50.7	63.0	78.5	93.2	24.3	24.6	18.7
Average 8 Deans	42.5	55.4	70.2	76.2	30.2	26.8	8.5
Support							
Dir. Educ. Media Srv.	21.0	26.0	32.6	33.6	23.8	25.4	3.1
Dir. Personnel*	26.4	36.8	48.0	49.5	39.4	30.4	3.1
Dir. Physical Plant	27.8	38.9	49.4	53.2	39.9	27.0	7.7
Bursar	20.0	30.0	34.9	36.0	50.0	16.3	3.2
Dir. Publications	21.0	27.9	37.1	38.0	32.9	33.0	2.4
Dir. Admissions**	27.5	36.4	50.5	51.5	32.4	38.7	2.0
Registrar	23.6	30.3	38.6	40.0	28.4	27.4	3.6
Dir. Foreign Students	21.4	26.5	32.6	32.9	23.8	23.0	0.9
Dir. Alumni Affairs	21.7	28.1	36.1	39.3	29.5	28.5	8.9
Average 9 Support	23.4	31.2	40.0	41.6	33.5	28.1	3.9

* Title was Director in 1981-1982; Chief officer, afterwards

** Title was Director in 1981-1982 and 1986-1987; Chief officer, afterwards

NOTE: Data for 1991-1992 and 1992-1993 include only institutions reporting total budget

SOURCE: College and University Personnel Association, Administrative Compensation Surveys, 1981-1982, 1986-1987, 1991-1992, 1992-1993

SALARY COMPARISONS

Gender

A 1987-1988 CUPA salary tabulation showed that women generally received lower median salaries than men for the same administrative position.²³ Private institutions displayed the greater differences: for the CEO of a single institution, for instance, the differentials were 6 percent in four-year public institutions,

16 percent in four-year private institutions; 2 percent in two-year public colleges, and 22 percent in two-year private colleges. Median salaries for male chief academic officers exceeded the salaries for women by 1 percent in four-year public institutions, 17 percent in four-year privates; 0 percent in two-year public colleges, and 18 percent in two-year private colleges.

The 1992-1993 data also showed higher—

TABLE 8

**MEDIAN SALARIES FOR SELECTED ADMINISTRATIVE POSITIONS—RELIGIOUS INSTITUTIONS,
1981-1982 THROUGH 1992-1993 (DOLLARS IN THOUSANDS)**

	Salaries (in \$1,000s)				Percent Increase		
	1981-1982	1986-1987	1991-1992	1992-1993	1981-1986	1986-1991	1991-1992
Senior							
CEO, Institution	45.0	62.5	88.3	93.0	38.9	41.3	5.3
Chief Academic	33.0	44.0	60.0	62.0	33.3	36.4	3.3
Chief Business	31.4	43.1	58.2	60.0	37.3	35.0	3.1
Chief Development	31.2	40.7	55.3	60.0	30.4	35.9	8.5
Chief Student Affairs	26.1	34.9	48.1	50.0	33.7	37.8	4.0
Average 5 Senior	33.3	45.0	62.0	65.0	35.1	37.6	4.9
Deans							
Arts and Sciences	36.6	50.0	66.4	68.3	36.6	32.8	2.9
Business	36.2	46.2	63.2	70.5	27.6	36.8	11.6
Education	30.6	37.5	45.0	45.8	22.5	20.0	1.8
Engineering	42.4	60.0	69.0	73.6	41.5	15.0	6.7
Fine Arts	29.2	33.0	36.2	41.4	13.0	9.7	14.4
Nursing	33.0	40.0	49.4	55.4	21.2	23.5	12.1
Sciences	28.1	31.4	40.3	43.2	11.7	28.3	7.2
Social Work	25.4	23.1	60.9	43.0	-9.1	163.6	-29.4
Average 8 Deans	32.7	40.2	53.8	55.2	22.8	34.0	2.5
Support							
Dir. Educ. Media Srv.	17.7	21.3	27.8	28.6	20.3	30.5	2.9
Dir. Personnel*	22.5	31.2	38.0	42.0	38.7	21.8	10.5
Dir. Physical Plant	21.8	29.1	39.9	42.3	33.5	37.1	6.0
Bursar	19.9	24.3	28.6	28.6	22.1	17.7	0.0
Dir. Publications	18.8	23.0	29.7	30.2	22.3	29.1	1.7
Dir. Admissions**	23.5	30.0	37.6	39.2	27.7	25.3	4.3
Registrar	19.8	26.5	33.2	34.2	33.8	25.3	3.0
Dir. Foreign Students	20.0	23.8	28.0	30.0	19.0	17.6	7.1
Dir. Alumni Affairs	18.0	22.9	30.5	31.2	27.2	33.2	2.3
Average 9 Support	20.2	25.8	32.6	34.0	27.5	26.4	4.4

* Title was Director in 1981-1982. Chief officer, afterwards.

** Title was Director in 1981-1982 and 1986-1987. Chief officer, afterwards.

NOTE: Data for 1991-1992 and 1992-1993 include only institutions reporting total budget.

SOURCE: College and University Personnel Association, Administrative Compensation Surveys, 1981-1982, 1986-1987, 1991-1992, 1992-1993.

sometimes much higher—salaries for men.²⁴ Median salaries for chief business officers in baccalaureate institutions, for example, favored men by 29 percent. But the combined data for public and private institutions showed some differentials that favored women, including: doctoral—chief student affairs officer; comprehensive—chief academic officer; baccalaure-

ate—the CEO of a single institution; two-year—chief academic officer.

Higher Education/Government

Table 9 compares median salaries earned by state and local government employees and by higher education employees.²⁵ The data covered salaries in three EEO categories that

TABLE 9

GENDER AND RACIAL COMPARISONS OF MEDIAN SALARIES (DOLLARS IN THOUSANDS) OF FULL-TIME EMPLOYEES FOR TWO EMPLOYMENT SECTORS AND THREE JOB CATEGORIES

	State and Local Government (EEO-4), 1990					Higher Education (EEO-6), 1991				
	Male Salary	% of Total	Female Salary	% of Total	Both Salary	Male Salary	% of Total	Female Salary	% of Total	Both Salary
Officials/Administrators						Executive				
White	42.5	100.0	35.0	100.0	40.2	49.6	100.6	39.5	100.3	
Black	41.1	96.7	35.0	100.0	37.9	45.8	92.9	38.2	97.0	
Hispanic	41.5	97.6	32.7	93.4	38.1	46.8	94.9	38.9	98.7	
Asian	45.9	108.0	44.0	125.7	45.3	n/a	n/a	44.1	111.9	
Indian	40.2	94.6	31.3	89.4	37.3	46.7	94.7	36.8	93.4	
Total	42.5	100.0	35.0	100.0	40.0	49.3	100.0	39.4	100.0	46.2
Total as % of both	106.3		87.5		100.0	106.7		85.3		100.0
Professional						Professional—Nonfaculty				
White	34.9	100.6	29.6	99.7	31.9	34.3	101.5	30.7	100.0	
Black	30.7	88.5	28.9	97.3	29.5	30.3	89.6	29.7	96.7	
Hispanic	33.9	97.7	29.9	100.7	31.7	32.5	96.2	30.4	99.0	
Asian	40.7	117.3	37.3	125.6	38.8	30.2	89.3	34.0	110.7	
Indian	30.3	87.3	27.5	92.6	28.9	30.3	89.6	28.8	93.8	
Total	34.7	100.0	29.7	100.0	31.8	33.8	100.0	30.7	100.0	
Total as % of both	109.1		93.4		100.0	106.3		96.5		100.0
Administrative Support (includes Clerical)						Secretarial/Clerical				
White	20.9	100.5	18.7	98.9	18.9	19.3	100.0	19.1	100.0	
Black	20.4	98.1	19.2	101.6	19.4	18.3	94.8	18.7	97.9	
Hispanic	20.1	96.6	19.5	103.2	19.6	19.8	102.6	19.6	102.6	
Asian	22.7	109.1	22.8	120.6	22.8	21.4	110.9	22.2	116.2	
Indian	16.7	80.3	17.9	94.7	17.7	18.6	96.4	19.3	101.0	
Total	20.8	100.0	18.9	100.0	19.1	19.3	100.0	19.1	100.0	19.1
Total as % of both	108.9		99.0		100.0	101.0		100.0		100.0

NOTE: In higher education, overall median salaries of administrators increased 2.6 percent in 1991-1992 (CUPA)

SOURCES: U.S. Equal Employment Opportunity Commission, Job Patterns for Minorities and Women in State and Local Government (Washington, D.C.: EEOC, 1991), 4, 5, 9.

_____, "EEO-6 Higher Education Staff Information, 1991," Table 1.

had consistent definitions—the two applicable professional categories and the secretarial/clerical category, which for education corresponded to the government's administrative support category. Divergent reporting schedules for the two series forced the comparison of salaries for two different years, but the CUPA Administrative Compensation Survey shows only a 2.6 percent increase in median salaries of administrators between 1990-1991 and 1991-1992.²⁶ We cannot expect the same composition of positions in each sector, so the comparison must necessarily be broad-brush.

Salaries in government and in higher education were remarkably close for the professional and clerical categories. Median salaries were \$31,800 for the professional category in both sectors and \$19,100 for the clerical positions in both sectors. Administrative salaries were 15.5 percent higher in education (\$46,200) than in government (\$40,000) before correcting for the increase between respective reporting years. This difference in salaries by sector may simply reflect a greater proportion of high-level administrators in higher education than in government.

Table 9 compares the salary structure by gender and race. The salary for men in the higher education administrative category was 106.7 percent of the total—the same as the government figure. But the male indices for professional and clerical higher education employees—106.3 percent and 101.0 percent, respectively—reveal a smaller gender disparity in higher education salaries than in corresponding government salaries. Controlling for gender, the median salary relative to the total for all races shows less extreme highs and lows in higher education than in government.²⁷

Higher Education/Private Business

A landmark study found that in 1977, controlling for institutional size, business executives uniformly earned a higher average salary—in many cases by a factor of two or more—than higher education employees with equivalent positions. The CEO of a medium-size university, for example, earned \$40,800 in 1977; a comparable business CEO earned \$104,900; controllers in medium size organizations earned \$20,900 in higher education institutions and \$39,400 in business.²⁸ Disparities between physical plant workers in higher education and maintenance workers in business

were less extreme; the study found a 10 percent or greater disparity in favor of business.

Administrative/Faculty

Differences in administrative and faculty salaries must account for differences in qualifications needed for these positions. Comparing deans to professors minimizes this problem since deans are ordinarily expected to have the qualifications of a faculty member, including eligibility for tenure. Salary differences between a dean and a professor of the same discipline should then reflect the difference in the length of the work year and any premium accorded to administrative responsibilities. The deanships described in the previous salary comparisons corresponded to academic disciplines where faculty salaries could be identified. Table 10 compares the nine-month equivalent of annual salaries for public-sector deans with the nine-month salaries for the corresponding full professors.²⁹

TABLE 10

COMPARISON OF MEDIAN SALARIES FOR SELECTED JOB CATEGORIES AT PUBLIC INSTITUTIONS, 1981-1982 THROUGH 1991-1992 (DOLLARS IN THOUSANDS)

	1981-1982	1986-1987	1991-1992
Deans, Arts and Sciences	42.2	57.7	72.4
Profs, all disciplines	30.7	40.6	52.8
Administrative premium*	12.5%	16.3%	12.2%
Deans, average of 6**	41.1	56.7	73.6
Profs, average of 6**	31.2	41.9	54.0
Administrative premium*	7.9%	10.8%	11.5%

* "Administrative premium" is percent of dean's over professor's salary after correcting for 12-month salary by a factor of 9/11

** Six disciplines are business, education, engineering, fine arts, nursing, and science. Science is the average of biological sciences and physics in the faculty calculation.

The table reveals no trend in the administrative premium. Deans received 12 percent more than full professors in 1991-1992 after adjusting for the length of the work year. This percentage corresponds to a rule of thumb, known anecdotally, that a faculty member

may receive an additional 10 percent for taking on administrative duties. The landmark 1978 study, noted earlier, showed roughly parallel changes in administrative and faculty pay over extended periods.³⁰ But some administrative groups gained or lost relative to faculty members over short periods of time.

Institutional Variation

Analysis of national averages ignores differences among colleges and universities. Institutional or regional characteristics can explain differences in salary for nominally the same position or differences in the number of staff members working in a unit with the same title—in the registrar's office, for example. Differences in the cost of living can affect administrative and faculty salaries by region. Climatic differences can affect the costs of plant maintenance through the number of workers needed; an urban setting may drive up the cost of security.

Median salaries of all administrators increase with institutional size, measured by either budget or enrollment. Table 11 shows the relationship between median salaries and institutional budget size in public colleges and universities for 1992-1993. Q1 and Q4 refer to institutions in the quartile of all public institutions with the smallest and largest budgets, respectively. The ratios of Q1 and Q4 median salaries show remarkable uniformity. The Q1 median salary was about 56 percent of the Q4 salary for the "senior" and the "support" positions. Ratios of Q1 and Q4 salaries close to 100 percent reflect less sensitivity of the value placed on the position to institutional size. The median salaries of deans show the most dependence on institutional size; the Q1 salary was about 50 percent of the Q4 salary. In contrast, the salaries of directors of publications and directors of foreign student affairs are least dependent on institutional size—in both cases, Q1 was 69 percent of Q4.

Comparable Worth

Women, on average nationally, earn 59 to 64 percent as much as men. Eliminating this discrepancy, some advocates argue, requires moving more women into the job categories previously dominated by men. Other proponents argue that employees performing functions that are of "comparable worth" to the organization should receive equal salaries, and

TABLE 11

RATIOS OF MEDIAN SALARIES FOR SELECTED ADMINISTRATIVE POSITIONS AT PUBLIC INSTITUTIONS IN THE FIRST AND FOURTH BUDGET QUANTILES, 1992-1993 (DOLLARS IN THOUSANDS)

	Q1	Q4	Q1/Q4(%)
Senior			
CEO, Institution	78.0	129.6	60.2
Chief Academic	60.1	110.0	54.6
Chief Business	55.9	98.0	57.0
Chief Develop.	44.0	92.8	47.4
Chief Student Affairs	50.7	89.4	56.7
Average 5 Senior	57.7	104.0	55.5
Deans			
Arts and Sciences	50.2	96.0	52.3
Business	47.8	105.0	45.5
Education *	54.4	90.9	59.8
Engineering	47.8	111.6	42.8
Fine Arts	47.4	87.9	53.9
Nursing	46.9	95.0	49.4
Sciences	49.1	100.8	48.7
Avg. 7 deans	49.1	98.2	50.0
Support			
Dir. Educ. Media Srv.	31.2	56.0	55.7
Dir. Personnel*	35.6	70.5	50.5
Dir. Physical Plant	37.0	73.4	50.4
Bursar	29.7	49.3	60.2
Dir. Publications	30.7	44.9	68.4
Dir. Admissions**	38.2	58.6	65.2
Registrar	34.6	58.2	59.5
Dir. Foreign Students	29.0	41.7	69.5
Dir. Alumni Affairs	22.0	50.8	43.3
Average 9 Support	32.0	55.9	57.2

* Title was Director in 1981-1982, Chief officer, afterwards.

** Title was Director in 1981-1982 and 1986-1987, Chief officer, afterwards.

NOTES: Q1 = budgets \$12.2 million or less.

Q4 = budgets \$91.3 million or more.

therefore advocate increased pay for female-dominated and undervalued positions. The comparison, these proponents add, must be made across positions; it is not adequate to compare the salaries of people in the same job since some positions are undervalued precisely because women or minority group members are the predominant occupants.

But which positions have comparable worth? The process entails defining what is valuable and to whom. "The comparable worth strat-

egy," notes one source, "generally involves examination of the relative wage rates of jobs held predominantly by women and those held predominantly by men and study of the bases of these wage rates."³¹ Determining the degree of undervaluation requires comparing salaries paid for jobs that may seem to have no common features and that were traditionally segregated by gender—nursing vs. engineering, for example—race, or ethnicity.

Comparable worth had its American roots in the 1963 federal Equal Pay Act. This act provided that male and female employees of the same establishment who perform "equal work on jobs the performance of which requires equal skill, effort, and responsibility, and which are performed under similar working conditions" must receive equal wages.³² The Equal Pay Act addressed "equal" work, not "comparable" work, but a pay study in the state of Washington in the early 1970s called attention to the concept, and the Equal Employment Opportunity Commission brought the strategy to national attention in 1977.³³

A 1984 analysis of Oregon state employees' pay by employment categories provided evidence of undervaluation. This representative state job study excluded college and university faculty members, doctors, lawyers, and other professionals. The analysis categorized an occupation as female- or male-dominated when 70 percent or more of the incumbents were of the same gender.³⁴ The remaining classes were defined as gender-neutral. Female-dominated and male-dominated classes included 54 and 4 percent respectively of the Oregon state employees in the lowest pay range.

Oregon then tried to eliminate pay bias among state employees by using a point-factor evaluation system. The state evaluated public-sector positions according to know-how, problem solving, accountability, and working conditions. Controversy ensued over scales and weights accorded the factors, but the process produced a plan that put some female-dominated positions in the same pay classification as other male-dominated positions. Funding the scheme was problematic, and Oregon removed the link between classification and compensation. But the state used the job evaluation data to identify individuals who experienced the greatest inequities. A second try in 1987, which identified only the most undervalued employees, resulted in the distribution of \$22

million to 6,000 workers.³⁵ By 1989, sustained activity by unions and women's organizations to promote pay equity have prompted all but five states to review salary formulas for women state employees.³⁶ The National Committee on Pay Equity identified three levels of pay equity activity that include gender as a variable: research and data collection in 46 states, pay equity studies in 23 states and the District of Columbia, and pay equity adjustments in 20 states.

How does an employer maintain a salary schedule derived from internal considerations within a market set by supply and demand? "By ignoring the labor market," one analyst advised higher education governing boards, "a comparable worth approach might put an employer in the position of paying higher labor costs than are necessary to fill the job, or pay rates set on a point system might not be adequate to attract qualified candidates."³⁷ Adjusting the *system* that evaluates "worth" may be the only solution to the dilemma. But many colleges and universities do, in fact, have women filling low paying jobs, and a comparable worth-based approach might raise embarrassing questions. One analyst suggests that, at a minimum, governing boards take a position on comparable worth and have an answer ready for women who ask the board to justify their salary levels.³⁸

CAREER PATHS

Preparation and Credentials

Top executives, including presidents, chief academic officers, and deans, usually come from faculty ranks.³⁹ The top positions in development, public affairs, government relations, finance, and business neither require nor prohibit prior faculty membership. These administrators usually have less formal education than the top executives, and often learn their specialty on the job or through education designed specifically for these occupations. Specialization on the administrative staff level may occur in larger nonacademic offices with differentiated functions that require occupational training—student career counseling or financial aid analysis, for example.

Academic administrators in four-year institutions, unlike community college presidents, almost always have doctorates in an academic

discipline. One study reported that 54 percent of community college respondents and 42 percent of the four-year college respondents preferred higher education degrees over academic discipline doctorates for institutional management positions, including chief student affairs officers and chief business officers.⁴⁰ A study of administrators with ten years of continuous employment found that the percentage holding an earned doctorate depended on the "administrative specialty"—75 percent in academic affairs, 27 percent in administrative affairs, and 34 percent in student affairs.⁴¹

The respect accorded administrative positions varies greatly depending on the level of educational preparation and the tasks required. Diminished respect and status often accompany a shift in assignments from faculty members to administrators, even though faculty are no longer qualified or are too busy to carry them out adequately.

Career Progression of Administrative Staff

"Colleges and universities," notes one observer, "have relatively flat administrative hierarchies." Career mobility, this analyst adds, occurs more frequently among middle managers than at the top. Promotion is an infrequently available reward; more often colleges reward excellent work by adding responsibilities to existing positions, creating new positions, or changing titles.⁴²

Universities also have multiple administrative hierarchies, and the academic core and support activities have relatively separate career ladders.⁴³ Academic-line administrators, including presidents, are the most likely officers to have had academic career ladder experience since they are recruited from faculty positions or recent doctoral recipients.⁴⁴

The recruitment process generally involves advertising—national outlets for higher positions, local for lower—when an obvious campus candidate is not available for promotion. Colleges and universities increasingly resort to search firms to fill top positions, a practice that sometimes substitutes for advertising.⁴⁵ Many administrators, some studies suggested, *intend* to return to the faculty, but few administrators actually avail themselves of this option. The need for a change and a challenge, and the duties and responsibilities of the new job motivates administrators to move on. Most two-year college administrators learn about their

current position through formal job announcements. Among informal routes, generalized personal contacts are more helpful than mentors *per se*.⁴⁶

Administrative career paths are relatively unstructured. One study of paths to college presidencies found 15 variations on the "standard" career path. Presidents at two-year colleges were typically former chief academic officers, but being a president at one institution was the best way to become a president at another. The typical path to the chief academic post was from faculty ranks at both two-year and four-year institutions, but nonfaculty administrators at two-year institutions were more likely to become chief academic officers than their counterparts at four-year schools. A faculty position was also the typical path to an academic deanship, though few individuals moved through the full route of department chair to assistant or associate dean to dean. Deans of continuing education and other divisions at some remove from the arts and sciences were least likely to have faculty experience.⁴⁷

Business officer movement between institutions in both the two-year and four-year sectors was primarily from an assistant or associate position to the chief business post. But inter-institutional mobility was limited since "over 20 percent in four-year institutions and 40 percent in two-year institutions assume their positions directly from outside of postsecondary education."⁴⁸ Student affairs officers in two-year institutions had short career ladders; assistants or associates typically moved to a similar position and then, perhaps, to a directorship.

Studies of career movements and barriers to transition for 2,896 upper-level administrators in four-year degree-granting institutions found that job changes occurred predominantly within the same institution; inter-institutional job changers tended to remain within schools with the same affiliation.⁴⁹ Moves that originated in the public sector, for example, were unlikely to end in an independent or Catholic institution. Only 5.8 percent of the respondents were previously employed by a two-year college. Administrators who changed institutions strongly tended toward intra-regional moves. State boundaries considerably channelled movements within regions, especially for administrators in two-year institutions. Ad-

ministrators tended not to move from large to small institutions, or from resource-intensive to resource-scarce institutions.⁵⁰

Colleges and universities do not normally rely upon task and job rotation, or upon career review to help administrators along an internal career path. Administrators are largely on their own, and most often advance their own careers by consulting, publishing (for administrators at four-year institutions), or serving on a state or regional professional association board of directors.⁵¹

Search committees, one report notes, prefer presidents and provosts of age 45 to 55, a trend that implies age limits on the mobility opportunities of administrators. Should this preference persist, women will be more likely to become presidents and provosts as the younger cohorts with more women advance in age.⁵²

Turnover and Time in Position

A related study of the work histories of administrators found a drop in the annual turnover rate from about 40 percent for both men and women in 1969-1970 to approximately 20 and 25 percent for men and women, respectively in 1979-1980. Beginning in 1971-1972, women changed jobs mainly within the institution. The rate of intra-institutional job change for women peaked—for the 1970s—at 23 percent in 1975-1976; a year in which only 8.4 percent of the surveyed women moved between institutions. Women changed positions more often than men, save for 1969-1970. In 1975-1976, for example, men posted turnover rates of approximately 15 and 9 percent for intra- and inter-institutional change, respectively. The implementation of affirmative action policies may account for part of the difference in turnover rates by gender.⁵³

Another series of turnover studies relied upon listings in the *HEP Higher Education Directory*, a register of administrators at U.S. colleges and universities. One survey of 44,000 positions found that turnover rates—inter- and intra-institutional combined—depended on the type of position and the characteristics of the institution. Two of five incumbents changed positions between fall, 1980 and summer, 1982—a finding consistent with the other transition studies, assuming that a different 20 percent of the administrators changed jobs each year.⁵⁴

A 1989 study found substantially higher

one-year turnover rates for 1987-1988—24 percent for the 34,557 positions studied—than the average annual rate for 1982.⁵⁵ (Officials cautioned that the two surveys were not comparable.) The turnover rate at four-year private institutions showed a five-percentage-point margin over their public counterparts; this rate varied markedly by position. Between 1984-1985 and 1991-1992, concluded a related study, an average of 14 percent of the presidents of 3,400 degree-granting institutions left their jobs in any one year.⁵⁶ Turnover rate exhibited little change during the 1980s. Another survey of chief executives, for example, found only a small change in length of tenure, the reciprocal of the turnover rate—from 6.3 years in 1986 to 6.7 years in 1990.

A study of turnover in 12 administrative positions found that external-affairs positions had the highest turnover rates. This survey, based on eight years of data from the *HEP Higher Education Directory*, found 22, 22, and 21 percent annual rates of change for chief development officers, alumni relations directors, and chief public relations officers, respectively.⁵⁸ The study attributed the high turnover rates to rapid growth in these fields. Head librarians had the lowest rate of turnover, 11 percent per year. The chief financial officer, registrar, personnel services director, and student financial aid director, as well as the chief executive officer, averaged a 14 or 15 percent turnover rate. Turnover rates were higher at private and at smaller institutions. The personnel services directors at private church-related colleges, for example, experienced a 31 percent turnover rate.⁵⁹

SPECIFIC CASES

National studies of three professions—presidents, student financial aid administrators, and librarians—illustrate the foregoing broad picture.

Presidents

"There is no doubt that many distinguished college presidents have left their marks on the office," wrote a college president in 1963, "but there is equal evidence that the office has made even the strongest-willed among its occupants bend to the traditions which have grown up around it."⁶⁰ The president's responsibility to the outside world and outsider's identification

of the president with the college contribute to the perception of this position's uniqueness.⁶¹

CUPA annually reports average presidential salaries. But by 1989 high public interest prompted the *Chronicle of Higher Education* to retrieve tax forms of the nation's top private research institutions and to report the salaries of presidents by name. Presidents received salaries of more than \$200,000 at eight of 25 surveyed universities in 1988-1989.⁶² Of the 33 universities similarly examined in 1992-1993, 15 paid their presidents more than \$300,000, and only two were reported with less than \$200,000.⁶³

From 1978 to 1983, a period when the median salary of presidents in one study increased from \$43,132 to \$63,501, gender had a negative effect on salary. Controlling for other characteristics, women received \$4,606 less than men on average in 1978 and \$4,763 less in 1983.⁶⁴ Coming from outside the institution—70 percent of all hires—added \$2,068 to the salary in 1978, but had a negligible effect in 1983. Presidents of private institutions had no salary advantage in 1978, but conditions changed in their favor by 1983. Institutional size, resource availability, and tenure in office also had a positive effect on salary. In 1983, each year of tenure added \$300 to the salary.

Compensation of presidents often includes unique perquisites. Colleges and universities, according to a 1988 study, provided 48 percent of the surveyed presidents with a home.⁶⁵ Another 21 percent received a home-purchase allowance in addition to salary; 5 percent received a mortgage interest subsidy, and 10 percent received a rental allowance or had rent paid in full. Most presidents received a personal car (60 percent) or a particular car from the motor pool (25 percent). Local entertainment expenses were generally covered; 67 percent received expense reimbursement; 22 percent had a fixed entertainment allowance.⁶⁶ Special consideration of presidents continued after their departure—24 percent of surveyed presidents in 1988 worked under a policy covering involuntary departure, and 67 percent of these policies provided for severance pay. Colleges and universities accorded tenure to 30 percent of the presidents; another 26 percent would receive tenure upon resignation.

In all institutions, 17 percent of the presidents previously held a presidency, 42 percent had a vice presidential title, 8 percent came

directly from the faculty or from chairing a department, and 6.5 percent came from outside academe.⁶⁷ In 1968, about 93 percent of all presidents had teaching experience; 85 percent of the university presidents and 78 percent of the college presidents had doctorates.⁶⁸ A 1986 survey showed that the percentage of presidents with doctorates varied by institutional type: doctoral-granting universities, 82 percent; comprehensive universities and colleges, 73 percent; baccalaureate colleges, 65 percent; and two-year colleges, 40 percent.⁶⁹ Disciplinary backgrounds varied considerably by type of institution: 71 percent of the presidents of sampled community colleges held education degrees; presidents of doctorate-granting universities most likely held social science doctorates—27 percent. Presidents of comprehensive and baccalaureate institutions most likely held education doctorates—25 and 33 percent, respectively—and humanities doctorates—24 percent and 23 percent, respectively.

The typical college or university president is male, but between 1975 and 1989, the number of women presidents increased from 148 to 328 (11 percent of all presidencies). Women presided over 146 public institutions in 1989, up from 16 in 1975. This change in the public sector contributed to the decline in the percentage of women presidents who belonged to a religious order—from 55 percent to 23 percent during the same years.⁷⁰ Presidents continue to come from majority groups. The 2,105 respondents to one survey included only 105 blacks—clustered at historically black colleges—and 37 Hispanics, almost exclusively at community colleges or Puerto Rican institutions.⁷¹

Student Financial Aid Administrators

The careful surveys of student financial aid administrators, conducted by the National Association of Student Financial Aid Administrators (NASFAA) and its midwest regional counterpart, could serve as a model for the study of other occupations.

The growing role of financial aid administrators on campuses is often linked to massive increases in federal financial support of college students since 1965, and to the growth in eligible student populations. The job structure and the responsibilities of financial aid administrators vary by the level of the job held, and by type and size of institution. The size of

the student body and the number of student aid recipients determines the number of needed staff, so professional opportunities often follow the institution's size and growth pattern. Analysts project much less growth in student populations in the 1990s, but add that ventures into alternative lending programs will increase work loads and responsibilities, and lead to more hiring.

The proportion of heads of the financial aid office—called “director” at 85 percent of the reporting undergraduate institutions—who were female increased from 40 percent in 1981, to 49 percent in 1985 and 53 percent in 1987.⁷² Male heads of office remained in the majority at public four-year and two-year institutions, the most numerous categories with the largest offices.⁷³ Members of minority groups consistently comprised about 12 or 13 percent of heads of office since 1981, though the latest survey shows a slight drop in the percentage of heads of office who were black.⁷⁴ Blacks were represented in greater proportion at public four-year and two-year institutions; Hispanics, at public two-year and proprietary institutions.

The educational attainment of heads of office remained the same in 1989 as in 1985—33.8 percent held the bachelor's degree, 45.4 percent had master's degrees, and 7.4 percent held doctorates or professional degrees. Doctorates were more commonly found at public institutions, and advanced degrees were concentrated at public four-year institutions. At the other extreme, only 17.2 percent of all heads of office at proprietary schools held advanced degrees, and 40.1 percent held the associate degree or less.⁷⁵

The median years of experience of directors decreased in 1987—the first reported decrease since 1981—a trend that may be related to the increasing number of women that moved into directorships. Increasing “turnover in the profession,” one analyst suggested, “may be bringing fewer highly experienced individuals into the position of Head of Office.”⁷⁶ Heads of office received a median annual salary of \$30,000 in 1987-1988. “Despite strong increases in median salary from 1985 to 1987,” noted the NASFAA analyst, “growth during the decade was not great.”⁷⁷ Many midwestern administrators received no salary increase for 1991-1992.⁷⁸

Librarians

The specialized education required of librarians—unique among administrative and support positions—enables analysts to study the movement of library school students from graduate school to the entry position. The 1992 report of placements of library school graduates included 1991 data on graduates from 45 of the 52 accredited U.S. library schools.⁷⁹ Most schools reported that placements decreased or stayed the same between 1990 and 1991.

The salaries of academic librarians may also be compared with the salaries of public, corporate, and government librarians. Colleges and universities employed 498 (24 percent) of the 2,113 placements reported. The median starting salary for these higher education librarians (\$25,000) matched the average salary for all placements. Librarianship, traditionally identified with women, still displayed gender-related salary disparities. The 337 women and 161 men in academe received median beginning salaries of \$24,000 and \$25,000, respectively. The average beginning salary for all women librarians in 1991 was 96 percent of the salary for men. Between 1985 and 1986, beginning salaries of all library school graduates increased by 5.7 percent. By 1991, the annual increase had slowed to 1.1 percent.⁸⁰

UNIONIZATION

The National Labor Relations Act governs collective bargaining in the private sector; 29 states have collective bargaining enabling legislation for nonfaculty employees of public institutions. Unionization of nonfaculty in institutions of higher education is confined primarily to nonprofessional positions. Obviously, since “management” cannot form a bargaining unit, executive personnel do not unionize. But, a number of bargaining units are made up of “administrative” or “professional,” rather than “clerical,” “support,” or “blue collar,” personnel.

A 1991 report found that 733 out of 2,188 institutions—a third of the nation's campuses—had nonfaculty collective bargaining units.⁸¹ About one-fourth (172) of these organized campuses had union representation of administrators, including support professionals. The total included 65 campuses with units that

covered nurses or other health care professionals, and 107 colleges or universities with bargaining units of other administrators.⁸² (Table 12)

High percentages of New England, "mid-east," and far west campuses had nonfaculty bargaining units. But, the plains states, rather than these regions, had the highest proportion of campuses reporting representation of administrators other than health and nursing—12 percent. The "mid-east" states ranked highest in campuses with units that combined health-care and other administrators—15.4 percent.

FUTURE TRENDS

What would a continuation of current trends imply, assuming ongoing revenue shortages and need for cost containment? Pressure to build revenue would lead to further enhancing of development offices, including alumni outreach, and to marketing to tuition-paying students. Some universities would nurture comprehensive "enrollment management" offices to increase the size of the applicant pool and the enrollment yield. Other colleges would

add financial aid personnel to navigate the complexities of student assistance.

Academic borrowing of management practices from business, including strategic planning and total quality management (TQM), could improve the morale of lower-level personnel, including support professionals, if management accepts the work of quality improvement teams. TQM, which emphasizes customer satisfaction, also implies more support functions for students, such as advising, that require administrative professionals or faculty members.

Continued budget pressures could encourage further inroads of business norms and practices into education. Job descriptions of academic executives may increasingly focus on management skills, and an incumbent's evaluation may depend on successful financial management. Increased emphasis on business skills and political acumen for executives who deal with the external relations of the university or college could lead to a de-emphasis of traditional academic credentials. The scholarly field of an administrator, for example, could diminish in importance, except when business related.

TABLE 12

CAMPUSES WITH NON-FACULTY BARGAINING BY REGION AND TYPE OF UNIT

Region	Number of Campuses				Percent campuses with:	
	All in survey	Health-Nursing	Other Admin	All non-faculty	Health-Nursing	Other Admin
New England	174	2	11	95	1.1	6.3
Mid-east	428	25	41	237	5.8	9.6
Southeast	252	9	9	16	3.6	3.6
South Central	181			6	0.0	0.0
Great Lakes	374	17	8	171	4.5	2.1
Plains	217		26	50	0.0	12.0
Southwest	182			5	0.0	0.0
Rocky Mountain	66		7	8	0.0	10.6
Far West	314	12	5	185	3.8	1.6
Total	2,188	65	107	773	3.0	4.9

SOURCE: Joel M. Douglas, *Directory of Non-Faculty Bargaining Agents in Institutions of Higher Education*, 1 (New York, N.Y.: The National Center for the Study of Collective Bargaining in Higher Education and the Professions-Baruch College, City University of New York, 1991).

Financial considerations may slow the movement toward gender-based salary equity. Cost-containment stimuli increase the benefit of keeping women in lower paying positions, and some lower categories reflect the substitution of women for men. These trends have largely dissipated the momentum of the comparable-worth movement.

Counterforces make the direction of shifts between faculty and administrative positions unpredictable. Calls for accountability have focused attention on instruction-related functions. Tradition and tenure protect faculty members from budget cutting; so they are likely candidates for a redistribution of responsibilities—including recruitment and advising—following administrative layoffs that could slow or even reverse the recent growth in support professionals.

But some management principles call for assigning work to the lowest cost level possible and for substituting employees with needed job skills for other workers with superfluous skills. These principles suggest that it is bad business to make a \$60,000 faculty member carry out roles that could be effectively completed by a \$30,000 aide. Colleges and universities that adhere to these principles might increase the number of support professionals and possibly other jobs in the para-professional categories, perhaps at the cost of faculty positions.

NOTES

¹ Kauffman, 1990, 99.

² Scott, 1978, 5.

³ Definitions are paraphrased from *The Condition of Education*, 1992, 353.

⁴ Most part-time employees—87 percent of almost 531,000—were instructional faculty or research staff. EEOC provided only scanty information on part-time employees for 1991-1992.

⁵ Touchton and Davis, 1991. Within two-year colleges, women were most likely to hold positions as head librarian, director of financial aid, chief academic officer, and director of continuing education.

⁶ *Ibid.*, 103.

⁷ The U.S. population age 15 and over is about 86 percent white (including some Hispanics), 11 percent black (including some Hispanics), 7 percent

Hispanic, and 3 percent other races and ethnicities.

⁸ Higher education has a more restrictive definition of "secretarial/clerical" than government or industry; comparisons must therefore be qualified.

⁹ Another study noted that the number of full-time "other professionals" who supplied "academic support" increased 61 percent between 1976 and 1985; full-time faculty increased just 6 percent.

Grassmuck, 1990. Although many studies excluded part-time staff and thereby ignored changes in the full-time/part-time mix in many job categories, they support the conclusion that growth in support professionals has been explosive compared to other job categories.

¹⁰ During the first six years, the growth in FTE enrollment exceeded total growth in FTE personnel (8.9 percent vs. 7.9 percent). But an 18.7 percent jump in personnel occurred between 1983 and 1989, when FTE enrollment increased only by 6.7 percent. FTE enrollment provides a meaningful standard of comparison because, *inter alia*, institutional revenue follows the FTE enrollment (more or less according to the particular setting), and FTE enrollment is generally accepted as the primary measure of instructional activity.

¹¹ Headcount enrollment increased by 20 percent, from 11.3 million in 1977 to 13.5 million by 1989.

¹² Pew, 1990, and Masey and Wilger, 1992.

¹³ A full explanation of the dynamics of these increases requires institutional data that associate positions with administrative units, including academic departments or central offices of university systems. But national data sets do not collect data that permits analysis of the growth in administration according to the organizational structure.

In at least two states, a change in the method of reporting contributed to the increase in support professionals. In Maryland and Florida, community colleges reclassified many positions previously designated as nonprofessional, resulting in an increase in the professional staff count without any change in function (Craig Claggett and Mantha Mehalls, private communications).

¹⁴ Each institution selects the expenditure categories according to its accounting structure. Some inconsistencies may therefore appear when comparing institutions. For example, a university that organizes some of its development activities at the department or college level may report this work within an academic account—instruction—other universities may categorize all development as institutional support. The absolute levels of expenditures or the relative levels for a given institution must be taken with a grain of salt, but the *distribution* of expenditures over time is significant, if we assume that institutions did not shift their accounting structure.

¹⁵ The exceptions: clerical and secretarial workers, where the number of women decreased by 0.4 percent, and service and maintenance workers, where women decreased at a 4.3 percent rate, while men decreased at a 2.5 percent rate.

¹⁶ College and University Personnel Administrators (CUPA), *Administrative Compensation Surveys*, 1982, 1987, 1992, and 1993. Some surveyed positions changed each year.

¹⁷ Consulting fees and earnings contributed by an external entity, such as a foundation, were excluded.

¹⁸ Beginning in 1991-1992, CUPA included only those institutions that reported enrollment (for one aggregation) or budget (for another). The all-institution data reported here come from the institutions reporting a budget.

¹⁹ CUPA, *Administrative Compensation Survey*, 1993.

²⁰ CUPA changed the label of private-independent institutions to private-nonreligious in 1992-1993. This description calls the category "independent".

²¹ The engineering dean's salary actually exceeded the CEO's at public institutions.

²² At the independent institutions, the chief admissions officer led the chief personnel officer in salary.

²³ Provided by CUPA.

²⁴ CUPA, *Administrative Compensation Survey*, 1993.

²⁵ State colleges are counted in higher education, not in government.

²⁶ CUPA, *Administrative Compensation Survey*, 1992. EEOC uses form EEO-4 for government employees; EEO-6 for higher education employees.

²⁷ The one exception; male Asian-Americans in the clerical category earned 110.9 percent of the total in higher education but 109.1 percent of the corresponding total in government, a small difference.

²⁸ Bowen, 1978, 55.

²⁹ The faculty salaries were reported in CUPA, *Administrative Compensation Surveys*.

³⁰ Bowen, 1978.

³¹ Hartmann, Roose, and Treiman, 1985, 4.

³² Perrin, 1985, 5. The Act allows exceptions based on seniority, merit or on "any other factor other than sex," and exemptions resulting from a system that depends on quantity or quality of production (*Ibid.*, 5-6).

³³ Acker, 1989, 8.

³⁴ *Ibid.*

³⁵ *Ibid.*

³⁶ National Committee on Pay Equity, full report, 19. Alaska, Arkansas, Delaware, Georgia, and Idaho,

the five exceptional states engaged in job evaluation, studies, but did not compare female-dominated with male-dominated jobs or jobs held disproportionately by people of color with those held by whites. New York, New Jersey, and Wisconsin also examined how people of color were paid in public employment.

³⁷ Morrell, 1985, 33.

³⁸ *Ibid.*

³⁹ For a review, see Twombly, 1990.

⁴⁰ Twombly, 1990; Ross and Green, 1990; and Townsend and Weise, 1992, 54.

⁴¹ Sagaria, 1988, 314. Background variables for this study (1981 sample of 1459 administrators in four-year institutions): women in all institutions, 13.1 percent; earned doctorate: women, 36.6 percent, men 50.2 percent, total, 48.5 percent; white: women, 83.2 percent, men, 93.0 percent, total, 91.8 percent; married: women, 47.1 percent, men 90.6 percent, total, 84.9 percent; average age: women, 50.4, men, 50.2, total, 50.2.

⁴² Twombly, 1990, 6; Scott, 1978.

⁴³ Twombly, 1990, 7.

⁴⁴ Dingerson, 1990.

⁴⁵ Twombly, 1990; Dingerson, 1990.

⁴⁶ Twombly, 1990.

⁴⁷ *Ibid.*, 10-11.

⁴⁸ *Ibid.*, 11.

⁴⁹ Moore and Twombly, 1985, the "Leaders in Transition" survey conducted by The Center of Higher Education at Pennsylvania State University. Administrators who crossed institutional-type boundaries were, on average, better educated.

⁵⁰ Smolansky, 1986.

⁵¹ Twombly, 1990, 11.

⁵² *Ibid.*

⁵³ Sagaria, 1988.

⁵⁴ Jacobson, 1983, 26. Administrative positions with relatively high and low turnover rates were given for the two-year span ending in 1982: dean of pharmacy, 19.4 percent; CEO of a system or an institution not in a system, 25.9 percent; head librarian, 26.3 percent; dean of veterinary medicine, 30.3 percent; dean of home economics, 30.4 percent; assistant to president, 55.9 percent; director of information systems, 54.4 percent; executive vice president, 51.1 percent; dean of natural resources, 50.4 percent; chief development officer, 50.2 percent; chief public relations officer, 50.1 percent, and dean of theology, 50.0 percent.

⁵⁵ Blum, 1989, A13. The study compared listings of individuals in the *HEP Higher Education Directory*

for July 1987, and July 1988. CEO's and head librarians had the lowest turnover rates—17 percent each—in that year. Directors of annual or planned giving exhibited the highest turnover rate—58 percent—followed by directors of student housing—42 percent—and directors of health services—40 percent.

⁵⁶ Mooney, 1992.

⁵⁷ *Ibid.*

⁵⁸ Mooney, 1993.

⁵⁹ The chief academic officers of public research universities had a 25 percent turnover rate.

⁶⁰ Prator, 1963, 23.

⁶¹ The chief executive officer of an institution, with few exceptions, carried the title of president or chancellor. With an "institution" defined according to the federal reporting standards, the head of the "campus" of an institution, often called the provost, was not included, even though the campus leader may have had almost identical responsibilities and characteristics. To avoid the awkwardness of the description of the chief executive officer, or CEO, we refer simply to the presidency.

The interest of the Association of Governing Boards and of individual boards resulted in a prolific literature on the presidency. See Sontz, 1989, for one bibliography.

⁶² CUPA, 1991, and "Compensation of Chief Executives ...," 1989, A22.

⁶³ *Chronicle of Higher Education* (May 5, 1993), A13.

⁶⁴ Pfeffer and Ross, 1988, 85, 87.

⁶⁵ Mooney, 1989, and "Fact File," 1989.

⁶⁶ A more recent CUPA survey showed only minimal changes in these results. See CUPA, 1991 *Compensation, Benefits and Conditions of Employment for College and University Chief Executives*, 1991.

⁶⁷ Green, 1988.

⁶⁸ Sontz, 1991, xxxii.

⁶⁹ Derived from Green, 1988, 47.

⁷⁰ Touchton and Davis, 1991.

⁷¹ *Ibid.*, and Fincher, 1988.

⁷² NASFAA did not study employees whose titles implied responsibilities other than financial aid, who worked less than 70 percent of full time, or who reported salaries less than the federal minimum wage. Knapp, 1989.

⁷³ *Ibid.*

⁷⁴ *Ibid.*, 3. The small proportion of Blacks among heads of office made this finding significant only at the .20 level.

⁷⁵ *Ibid.*, 4.

⁷⁶ *Ibid.*

⁷⁷ *Ibid.*, 5.

⁷⁸ Midwest Association of Student Financial Aid Administrators, 1991. Overall, lower salaries increased more rapidly than higher salaries.

⁷⁹ Zipkowitz, 1991.

⁸⁰ Average salaries: 1985, \$19,753; 1986, \$20,874 (5.7 percent increase); 1987, \$22,247 (6.6 percent increase); 1988, \$23,491 (5.6 percent increase); 1989, \$24,581 (4.6 percent increase); 1990, \$25,306 (2.9 percent increase); 1991 \$25,583 (1.1 percent increase).

A handful of studies of academic professions exist. Carbone, 1987 surveyed fundraisers to generate demographic data, and to determine the highest degree earned—23 percent held a doctorate—tenure, and career path. Every two years, APPA (originally the Association of Physical Plant Administrators, now the Association of Higher Education Facilities Officers) has studied facilities staffing and the costs of maintaining the physical plant of colleges and universities. (See APPA, 1991, and APPA, 1993.) Townsend and Wiese, 1992, asked administrators about the value of an education doctorate for student affairs administrators, and obtained data on the highest degrees of several categories of administrators.

⁸¹ Douglas, 1991. The report counted the separate campuses of systems that may have single bargaining unit.

⁸² The health-care count was influenced by the 22 campuses with the Pennsylvania State University System.

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1992-93 FACULTY SALARY REPORT

The 1992-93 faculty salary report provides salary and compensation information for 3,194 institutions in NEA's faculty salary universe. The data are organized by state, institutional type and control. The data are provided by the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data Systems' Faculty Salary Survey for 1992-93.

The detailed data reported are for faculty on 9/10 month contracts only (barring the percent of faculty on 11/12 month contracts column). A summary of faculty on 11/12 month contracts follows. Data regarding change in faculty salaries are only reported for institutions responding to NCES' Faculty Salary Survey in both 1991-92 and 1992-93. All dollar amounts reported are in thousands of dollars.

Definitions for the column headers in the detailed report are as follows:

PROF (\$):	Average salaries for professors on 9/10 month contracts, in thousands of dollars.
ASSC (\$):	Average salaries for associate professors on 9/10 month contracts, in thousands of dollars.
ASST (\$):	Average salaries for assistant professors on 9/10 month contracts, in thousands of dollars.
INST/LECT (\$):	Average salaries for instructors and/or lecturers on 9/10 month contracts, in thousands of dollars.
NO RANK (\$):	Average salaries for faculty members on 9/10 month contracts with no rank, in thousands of dollars.
AVG (\$):	Average salaries for all faculty on 9/10 month contract, in thousands of dollars.
% CHG (%):	Percent change in average faculty salary from academic year 1991-92 to 1992-93.
# OF FAC (#):	Number of full-time faculty on 9/10 month contracts.
% FEM (%):	Percent of faculty on 9/10 month contracts that are female.

- % TNRD (%): Percent of faculty on 9/10 month contracts that are tenured.
- % 11/12 (%): Percent of all faculty in the institution that are on 11/12 month contracts.
- AVG BENE (\$): Average benefits for faculty on 9/10 month contracts, in thousands of dollars.

The following notes are used throughout the report:

- (1) Based on data as reported by the institution.
- (2) Data reported with another institution.
- (3) Nonrespondent, data not imputed for the institution.
- (4) Nonrespondent, data reported for the institution is imputed.
- (5) Combined data respondent; reported data carries data for more than one institution.
- + Data suppressed to avoid identifying the salary of any individual faculty member.
- # Averages cannot be reported because one or more cell has been suppressed. The average is not reported to avoid identifying the salary of any individual faculty member.

**AVERAGE SALARY, BENEFITS,
NUMBER OF FACULTY AND
PERCENT OF FACULTY TENURED AND
PERCENT OF FACULTY FEMALE,
FACULTY ON 11/12 MONTH CONTRACTS
BY INSTITUTIONAL TYPE AND CONTROL*
1992-93**

Offering Level	Control	
	Public	Private
AA		
Average salary	\$38,426	\$32,502
Number of faculty	12,163	873
Average benefits	\$8,819	\$6,160
Percent tenured	26.3%	11.5%
Percent female	42.8%	41.6%
BA		
Average salary	\$49,500	\$34,185
Number of faculty	330	1,906
Average benefits	\$10,798	\$7,086
Percent tenured	51.8%	30.0%
Percent female	24.5%	31.0%
BA+		
Average salary	\$52,509	\$40,046
Number of faculty	3,498	4,030
Average benefits	\$11,654	\$8,754
Percent tenured	68.5%	30.9%
Percent female	29.4%	32.8%
Doctoral		
Average salary	\$61,946	\$57,294
Number of faculty	27,780	7,558
Average benefits	\$13,423	\$13,764
Percent tenured	62.8%	42.0%
Percent female	24.5%	28.3%

*Based on 3194 institutions (100% of NEA's faculty salary universe).

SOURCE: NCES, IPEDS Faculty Salary Data, 1992-93

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Lect. (\$)	Inst./ No Rank	Avg. (\$)	% Chg. %	# of Fac. (#)	% Fem. %	% Tnrd. %	% 11/12 Bene. %	Avg. (\$)
ALABAMA												
<i>Public Institutions</i>												
AA												
CC OF THE AIR FORCE (1)	--	--	--	--	--	--	--	--	--	--	--	--
AL AVIATION AND TECH C (1)	--	--	--	--	31.5	31.5	4.3	24	17	79	0	6.3
CENTRAL AL CC (1)	--	--	--	--	32.8	32.8	0.4	52	42	83	10	7.1
ATMORE STATE TECH C (2)	--	--	--	--	--	--	--	--	--	--	--	--
BESSEMER STATE TECH C (1)	--	--	--	--	32.2	32.2	-6.8	33	55	76	43	7.0
BEVILL STATE CC-BREWER (1)	--	--	--	--	43.1	43.1	28.6	14	36	100	0	7.7
C A FREDD STATE TECH C (1)	--	--	--	--	39.1	39.1	8.3	16	44	100	0	7.3
CARVER STATE TECH C (1)	--	--	--	--	35.4	35.4	--	17	35	100	0	7.4
CHATTahoochee VALLEY CC (1)	--	--	--	--	32.7	32.7	-1.0	39	38	79	0	7.0
CHAUNCEY SPARKS STATE TECH C (1)	--	--	--	--	--	--	--	--	--	--	100	--
DOUGLAS MACARTHUR TECH C (1)	--	--	--	--	--	--	--	--	--	--	100	--
ENTERPRISE STATE JR C (1)	--	--	--	--	34.0	34.0	-0.3	51	59	98	0	8.4
JAMES H. FAULKNER STATE CC (1)	--	--	--	--	30.7	30.7	-1.7	29	55	66	34	6.0
GADSDEN STATE CC (1)	--	--	--	--	33.1	33.1	-2.8	155	48	90	0	7.6
G C WALLACE STATE CC-DOTHAN (1)	--	--	--	--	32.5	32.5	0.8	87	56	84	24	7.0
G C WALLACE STATE CC-HANCEVILLE (1)	--	--	--	--	30.2	30.2	-2.0	99	57	63	0	7.0
G C WALLACE STATE CC (1)	--	--	--	--	33.4	33.4	2.2	51	43	90	0	6.9
HARRY M AYERS STATE TECH C (1)	--	--	--	--	+	#	--	1	0	0	96	2.0
HOBSON STATE TECH C (1)	--	--	--	--	25.6	25.6	--	3	67	0	84	6.0
J F DRAKE STATE TECH C (1)	--	--	--	--	--	--	--	--	--	--	100	--
JEFFERSON DAVIS CC-BREWTON (5)	--	--	--	--	30.0	30.0	-4.6	41	46	68	20	6.7
JEFFERSON STATE CC (1)	--	--	--	--	33.4	33.4	-1.1	142	54	82	0	7.2
JOHN C CALHOUN STATE CC (1)	--	--	--	--	32.9	32.9	-0.1	143	54	87	0	7.6
JOHN M PATTERSON STATE TECH C (1)	--	--	--	--	31.8	31.8	-2.0	27	33	70	25	6.9
LAWSON STATE CC (1)	--	--	--	--	33.7	33.7	1.8	57	51	93	0	8.1
LURLEEN B WALLACE STATE JR C (1)	--	--	--	--	28.6	28.6	-7.5	24	29	92	0	6.5
SHOALS CC (1)	--	--	--	--	31.0	31.0	1.6	7	57	86	85	6.8
NE AL STATE CC (1)	--	--	--	--	31.5	31.5	--	28	61	75	15	6.9
NW AL CC (1)	--	--	--	--	31.3	31.3	-2.0	66	44	77	0	21.9
PATRICK HENRY STATE JR C (1)	--	--	--	--	28.5	28.5	-8.1	20	45	80	0	6.5
REID STATE TECH C (1)	--	--	--	--	+	#	--	1	0	100	96	6.3
BISHOP STATE CC (1)	--	--	--	--	29.4	29.4	2.9	58	60	62	6	7.6
SHELTON STATE CC (1)	--	--	--	--	31.9	31.9	0.2	40	43	83	52	7.3
SNEAD STATE CC (1)	--	--	--	--	32.5	32.5	-2.6	21	71	81	30	7.0
SW STATE TECH C (1)	--	--	--	--	30.9	30.9	-17.7	32	44	72	0	6.8
TRENHOLM STATE TECH C (1)	--	--	--	--	33.3	33.3	-8.7	35	66	77	0	7.1
BEVILL STATE CC (1)	--	--	--	--	+	#	-1.3	2	100	100	95	7.5
SOUTHERN UNION STATE JR C (1)	--	--	--	--	30.2	30.2	1.5	48	56	77	6	6.7
BA												
ATHENS STATE C (1)	43.0	37.9	32.6	--	--	36.8	0.7	53	45	77	18	7.8
BA+												
AL STATE U (1)	46.0	37.3	32.0	25.5	--	33.2	5.7	190	47	43	5	6.4
JACKSONVILLE STATE U (1)	45.0	38.1	32.3	28.4	--	33.8	-0.3	173	49	33	37	9.9
LIVINGSTON U (1)	35.4	29.0	26.3	+	--	#	-2.9	26	31	58	69	6.0
U OF MONTEVALLO (1)	41.3	35.2	31.4	+	--	#	1.6	127	38	65	5	8.5
U OF NORTH AL (1)	46.9	39.0	33.2	28.3	--	37.6	3.7	174	40	63	11	7.5
U OF SOUTH AL-BALDWIN (2)	--	--	--	--	--	--	--	--	--	--	--	--
TROY STATE U AT DOTHAN (1)	40.6	36.5	35.6	28.8	--	36.3	4.0	43	40	53	7	7.8
TROY STATE U IN PHENIX CITY (2)	--	--	--	--	--	--	--	--	--	--	--	--
TROY STATE U IN MONTGOMERY (1)	--	--	--	--	--	--	--	--	--	--	100	--
TROY STATE U-MAIN CAMPUS (5)	43.2	36.6	32.5	24.5	--	33.6	4.2	126	46	39	33	7.3
Doctoral												
AL A&M U (1)	40.9	35.1	29.4	22.0	--	32.1	--	206	38	57	23	6.9
U OF AL AT BIRMINGHAM (1)	56.8	41.3	34.7	27.4	--	40.6	--	311	28	58	60	11.4
U OF AL IN HUNTSVILLE (1)	58.1	42.5	37.1	23.7	--	41.2	0.4	226	28	42	18	8.5
THE U OF AL (1)	57.5	42.6	35.9	24.2	--	44.5	1.3	743	27	61	4	11.3
AUBURN U AT MONTGOMERY (1)	45.7	39.2	32.8	26.1	--	36.2	0.6	164	37	60	17	7.1

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Inst./ Lect. (\$)	No Rank (\$)	Avg. (\$)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. (\$)
AUBURN U MAIN CAMPUS (1)	54.4	41.4	35.2	25.7	--	41.3	0.6	740	24	61	33	8.0
U OF SOUTH AL (5)	51.3	40.5	35.7	30.2	--	40.4	2.8	379	32	58	9	8.5

Private Institutions**AA**

CONCORDIA C (1)	--	--	--	--	--	--	--	--	--	--	100	--
FAULKNER U-BIRMINGHAM (2)	--	--	--	--	--	--	--	--	--	--	--	--
FAULKNER U-FLORENCE (2)	--	--	--	--	--	--	--	--	--	--	--	--
FAULKNER U-HUNTSVILLE (2)	--	--	--	--	--	--	--	--	--	--	--	--
MARION MILITARY I (1)	--	--	--	--	24.1	24.1	-5.0	10	40	90	9	3.8
WALKER C (1)	--	--	--	--	31.2	31.2	-0.7	18	28	100	18	4.4
FAULKNER U-MOBILE (2)	--	--	--	--	--	--	--	--	--	--	--	--

BA

FAULKNER U (5)	+	30.0	25.5	22.4	--	#	4.2	21	43	29	9	5.4
HUNTINGDON C (1)	32.9	32.3	28.9	+	--	#	2.0	42	33	52	2	6.7
INT'L BIBLE C (1)	--	--	--	--	--	--	--	--	--	--	100	--
MILES C (1)	+	28.0	21.0	16.5	--	#	8.4	29	34	3	15	1.9
OAKWOOD C (1)	30.6	29.1	27.4	+	--	#	5.1	61	48	36	19	--
SELMA U (1)	--	+	22.3	+	--	16.9	--	7	29	14	53	3.7
STILLMAN C (1)	30.1	27.9	23.4	22.3	--	25.5	--	49	47	43	8	8.1
TALLADEGA C (1)	35.4	31.2	27.0	25.4	--	30.2	11.5	49	37	43	0	3.0

BA+

SOUTHERN CHRISTIAN U (1)	--	31.6	--	+	--	#	--	4	0	0	56	4.6
BIRMINGHAM SOUTHERN C (1)	49.1	39.6	30.8	19.5	--	40.1	3.7	85	34	65	0	11.8
JUDSON C (1)	33.7	31.6	26.8	22.4	--	28.8	8.2	24	50	42	0	5.2
MOBILE C (1)	33.5	30.4	26.0	22.3	--	27.4	5.6	65	58	23	4	7.4
SAMFORD U (1)	54.7	42.3	33.2	24.0	--	44.2	6.8	165	38	47	19	12.1
SPRING HILL C (1)	39.4	35.1	29.3	+	--	#	8.6	57	23	70	0	6.4
SOUTHEASTERN BIBLE C (1)	--	--	--	--	--	--	--	--	--	--	100	--
TUSKEGEE U (1)	40.5	35.2	30.6	22.8	--	32.7	5.9	251	31	44	0	6.1

Doctoral

AM INST PSYCHOTHERAPY-GRAD SCH												
PROF PSYCH (4)	--	--	--	--	--	--	--	--	--	--	--	--
U.S. SPORTS ACADEMY (1)	--	--	--	--	--	--	--	--	--	--	--	--

ALASKA**Public Institutions****BA+**

U OF AK ANCHORAGE (1)	60.5	50.3	41.5	41.5	38.1	48.2	--	369	38	55	9	16.5
U OF AK SE (1)	56.9	50.6	36.2	29.7	37.6	44.3	--	65	40	46	10	15.0

Doctoral

U OF AK FAIRBANKS (1)	59.5	50.9	39.1	33.4	30.1	44.2	--	283	30	36	29	3.4
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Private Institutions**BA**

SHELDON JACKSON C (1)	+	32.3	28.7	29.6	.	#	.	18	33	0	18	5.9
ST HERMANS THEOL SEM (1)	18.0	.	.	.	+	#	.	4	25	0	20	10.1

BA+

AK PACIFIC U (1)	51.4	42.9	40.2	+	.	#	.	26	31	0	0	10.5
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ARIZONA**Public Institutions****AA**

AZ WESTERN C (1)	--	--	--	--	33.8	33.8	--	85	48	0	0	8.1
CENTRAL AZ C (1)	--	--	--	--	44.6	44.6	--	82	35	0	12	8.3
COCHISE C (1)	--	--	--	--	35.3	35.3	-0.1	81	40	0	11	7.2
EASTERN AZ C (1)	--	--	--	--	36.4	36.4	-0.6	63	24	71	0	8.9
GLENDALE CC (1)	--	--	--	--	49.7	49.7	2.7	204	44	51	0	24.6
GATEWAY CC (1)	--	--	--	--	47.1	47.1	6.2	56	70	50	0	24.3
MESA CC (1)	--	--	--	--	50.2	50.2	1.1	209	45	61	0	24.6
MOHAVE CC (1)	--	--	--	--	34.9	34.9	3.4	46	37	0	0	6.2

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Inst./ Lect.	No Rank	Avg. (\$)	% Chg.	# of Fac.	% Fem.	% Tnrd.	% 11/12	Avg. Bene. (\$)
NAVAJO CC (1)	--	--	--	7.9	--	7.9	--	285	48	15	0	1.4
NORTHLAND PIONEER C (1)	--	--	--	--	34.7	34.7	--	34	29	0	8	4.6
PHOENIX C (1)	--	--	--	--	50.8	50.8	--	137	57	60	0	24.7
PIMA CC (1)	--	--	--	--	37.0	37.0	3.9	262	48	0	0	6.2
RIO SALADO CC (1)	--	--	--	--	47.3	47.3	3.9	11	45	27	0	24.3
SCOTTSDALE CC (1)	--	--	--	--	50.1	50.1	4.9	131	47	60	0	24.6
SOUTH MOUNTAIN CC (1)	--	--	--	--	48.0	48.0	22.2	40	60	40	0	24.4
YAVAPAI C (1)	--	--	--	--	38.3	38.3	-2.7	77	31	0	0	6.9
PARADISE VALLEY CC (1)	--	--	--	--	48.2	48.2	3.4	52	50	35	0	24.4
CHANDLER/GILBERT CC (1)	--	--	--	--	45.5	45.5	--	42	52	29	0	24.1

Doctoral

AZ STATE U (1)	59.9	44.0	39.4	33.6	23.2	47.7	0.9	1,454	27	69	7	10.1
U OF AZ (1)	64.6	46.7	40.1	29.1	--	49.0	--	823	26	54	46	11.6
NORTHERN AZ U (1)	50.6	41.2	34.5	26.0	--	40.1	--	561	28	54	8	9.6

Private Institutions**BA**

AM INDIAN BIBLE C (4)	+	--	--	--	--	#	--	1	0	100	0	--
AZ C OF THE BIBLE (1)	--	--	--	--	--	--	--	--	--	--	100	--
SOUTHERN AZ BIBLE C (4)	--	--	--	--	--	--	--	--	--	--	--	--
SW CONSERVATIVE BAPTIST BIBLE C (1)	+	+	--	+	--	25.8	--	4	50	0	0	6.8

BA+

AM GRAD SCHL OF INT'L MGMT (1)	58.0	47.1	38.4	25.6	--	49.0	--	83	28	66	0	13.6
FL WRIGHT SCHL OF ARCH (1)	--	--	--	--	--	--	--	--	--	--	100	--
GRAND CANYON U (1)	34.8	30.1	26.6	22.3	--	29.6	--	73	52	26	0	6.7
OTTAWA U (4)	--	--	--	--	--	--	--	--	--	--	100	--
PRESCOTT C (1)	--	--	--	19.0	25.4	23.3	--	30	43	0	21	4.7
WESTERN INT'L U (1)	--	--	--	--	--	--	--	--	--	--	--	--

Doctoral

NOVA U (2)	--	--	--	--	--	--	--	--	--	--	--	--
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ARKANSAS**Public Institutions****AA**

AR STATE U BEEBE BRANCH (1)	--	+	28.7	22.8	--	#	--	43	42	21	14	7.7
EAST AR CC (1)	--	--	--	--	26.9	26.9	--	33	64	0	18	7.1
GARLAND COUNTY CC (1)	--	--	--	--	33.7	33.7	9.7	41	66	0	15	6.5
MS COUNTY CC (1)	--	--	--	--	26.8	26.8	5.0	36	58	0	12	8.0
NORTH AR CC (1)	--	--	--	--	29.6	29.6	5.5	41	59	0	18	7.4
PHILLIPS COUNTY CC (4)	--	--	--	--	26.8	26.8	--	59	69	0	3	--
RICH MOUNTAIN CC (1)	--	--	--	--	31.3	31.3	9.9	17	47	0	19	7.3
SOUTH AR CC (1)	--	--	--	--	30.0	30.0	-0.9	33	45	27	11	7.2
SOUTHERN AR U TECH (1)	--	31.9	30.0	+	--	#	3.0	23	26	0	18	8.0
WESTARK CC (1)	--	--	--	--	29.7	29.7	0.8	97	46	61	14	8.3

BA+

U OF AR-PINE BLUFF (1)	37.4	34.3	31.6	24.1	--	31.2	3.6	120	39	43	28	9.4
AR TECH U (1)	43.5	37.0	33.5	24.4	--	36.3	4.0	158	35	59	12	9.2
U OF AR-MONTICELLO (1)	42.9	35.3	31.4	24.4	--	32.0	0.9	93	37	39	20	6.9
U OF CENTRAL AR (4)	48.9	39.5	32.4	25.7	--	36.3	--	289	37	51	14	--
HENDERSON STATE U (1)	43.9	37.5	32.1	26.3	--	36.9	5.9	149	36	54	6	10.2
SOUTHERN AR U MAIN CAMPUS (1)	45.4	38.8	32.0	27.3	--	35.9	--	105	46	53	5	8.5

Doctoral

U OF AR AT LITTLE ROCK (1)	55.6	41.7	37.4	24.9	26.3	41.1	--	361	36	54	7	8.6
U OF AR FOR MEDICAL SCIENCES (1)	+	39.5	25.2	22.8	--	#	--	13	100	15	90	6.7
U OF AR-FAYETTEVILLE (1)	55.4	42.4	37.2	21.6	--	42.0	--	517	27	52	35	8.8
AR STATE U MAIN CAMPUS (1)	49.0	41.6	34.0	25.6	--	37.5	5.5	369	34	49	10	10.5

Private Institutions**AA**

CROWLEY'S RIDGE C (1)	--	--	16.1	--	--	16.1	--	3	33	100	0	1.5
SHORTER C (1)	--	--	--	--	12.7	12.7	-0.2	11	64	0	0	3.4

	Prof.	Assoc.	Asst.	Inst./	No		%	# of	%	%	%	Avg.
	(\$)	(\$)	(\$)	Lect.	Rank	Avg.	Chg.	Fac.	Fem.	Tnrd.	11/12	Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
BA												
AR BAPTIST C (1)	10.5	+	+	--	--	10.2	-10.1	8	50	100	0	0.6
AR C (1)	47.7	43.1	30.9	31.3	--	37.9	4.6	43	26	23	0	8.9
CENTRAL BAPTIST C (1)	26.4	22.3	19.6	+	--	#	--	14	36	0	0	4.3
HENDRIX C (1)	46.2	38.7	33.4	+	--	#	1.5	66	21	67	0	13.1
JOHN BROWN U (1)	38.2	32.1	27.9	+	--	#	2.7	55	18	0	5	8.4
PHILANDER SMITH C (1)	22.5	+	19.6	+	--	20.2	2.2	19	32	16	42	--
WILLIAMS BAPTIST C (1)	30.2	27.4	24.5	23.2	--	25.6	11.9	21	48	10	0	5.3
BA+												
HARDING U (1)	41.4	36.4	32.6	25.5	--	36.9	2.2	167	22	52	0	8.4
OUACHITA BAPTIST U (1)	41.2	34.4	27.9	25.2	--	33.5	--	91	23	58	0	8.6
U OF THE OZARKS (1)	30.5	27.4	26.5	+	--	#	6.2	40	40	48	0	10.1

CALIFORNIA*Public Institutions***AA**

C OF ALAMEDA (4)	52.3	47.2	41.8	39.4	39.9	41.8	--	90	42	78	3	--
ALLAN HANCOCK C (4)	52.3	47.3	41.8	39.4	40.0	41.9	--	106	42	79	3	--
AM RIVER C (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	287	42	78	3	--
ANTELOPE VALLEY C (1)	61.2	49.4	48.3	53.0	42.7	54.7	7.2	105	44	93	0	11.5
BAKERSFIELD C (1)	46.8	38.3	34.0	+	--	#	--	162	49	89	26	10.1
BARSTOW C (1)	--	--	--	--	52.3	52.3	10.7	26	23	77	0	13.5
BUTTE C (4)	52.3	47.3	41.8	39.4	39.9	41.8	--	166	42	78	3	--
CABRILLO C (4)	52.3	47.3	41.8	39.4	40.0	41.9	--	176	41	79	3	--
CANADA C (4)	52.3	47.4	41.8	39.4	39.9	41.7	--	84	42	79	3	--
C OF THE CANYONS (1)	--	--	--	--	50.0	50.0	1.7	58	47	97	0	9.8
CERRITOS C (1)	61.0	52.0	48.2	44.4	--	52.7	-1.5	228	44	83	0	10.9
CERRO COSO CC (1)	72.4	40.3	+	+	--	60.0	--	26	35	85	30	11.8
CHABOT C (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	289	42	79	3	--
CHAFFEY CC (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	203	42	78	3	--
CITRUS C (1)	--	--	--	--	49.1	49.1	--	103	38	80	22	15.5
CITY C OF SAN FRANCISCO (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	415	42	79	3	--
COASTLINE CC (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	110	42	79	3	--
COLUMBIA C-COLUMBIA (4)	52.4	+	+	39.7	39.9	41.9	--	35	40	77	0	--
COMPTON CC (4)	52.3	47.4	41.8	39.4	39.9	41.9	--	85	41	79	3	--
CONTRA COSTA C (1)	--	--	--	--	54.6	54.6	-5.8	118	43	91	0	10.7
COSUMNES RIVER C (4)	52.3	47.3	41.8	39.5	39.9	41.9	--	141	41	79	2	--
CRAFTON HILLS C (4)	52.3	47.2	+	39.3	40.0	#	--	60	42	78	5	--
CUESTA C (4)	--	--	--	--	45.5	45.5	--	106	40	83	0	--
CUYAMACA C (4)	52.2	47.4	+	39.3	39.9	#	--	65	43	78	4	--
CYPRESS C (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	210	41	79	3	--
DE ANZA C (4)	52.3	47.3	41.8	39.5	39.9	41.9	--	357	41	79	2	--
C OF THE DESERT (1)	46.8	42.2	38.3	34.1	--	43.6	-0.8	88	31	88	13	11.8
DIABLO VALLEY C (1)	--	--	--	--	53.9	53.9	--	295	37	86	0	10.5
EAST LOS ANGELES C (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	215	41	79	3	--
EDUC'NL CULTURAL COMPLEX (4)	--	--	--	--	--	--	--	--	--	--	--	--
EL CAMINO C (4)	--	--	--	--	50.2	50.2	--	251	36	92	2	--
EVERGREEN VALLEY C (1)	--	--	--	--	46.0	46.0	-8.7	95	55	91	0	10.1
FEATHER RIVER CC DIST (1)	--	--	--	--	42.6	42.6	--	14	14	93	22	11.9
FOOTHILL C (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	194	42	78	3	--
FRESNO CITY C (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	278	42	79	3	--
FULLERTON C (4)	52.2	47.3	41.8	39.4	39.9	41.9	--	300	42	79	3	--
GAVILAN C (4)	--	--	--	--	50.9	50.9	--	62	42	89	0	--
GLENDALE CC (1)	55.1	51.8	49.1	43.5	44.8	49.6	5.1	176	43	84	13	10.9
GOLDEN WEST C (4)	52.2	47.3	41.8	39.4	40.0	41.9	--	199	42	78	3	--
GROSSMONT C (4)	52.2	47.4	41.8	39.5	39.9	41.9	--	246	41	79	2	--
HARTNELL C (1)	--	--	--	--	45.7	45.7	--	83	35	90	0	11.1
IMPERIAL VALLEY C (1)	47.4	42.1	36.5	34.6	--	41.2	--	102	48	69	0	10.3
IRVINE VALLEY C (4)	52.3	47.4	41.8	39.4	39.9	41.8	--	81	42	78	4	--
KINGS RIVER CC (4)	52.3	47.4	41.8	39.4	39.9	41.9	--	85	41	79	3	--

	Prof.	Assoc.	Asst.	Lect.	Inst./ Rank	No	Avg.	Chg.	% Fac.	# of Fem.	% Tnrd.	% 11/12	% Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
LAKE TAHOE CC (1)	--	--	--	--	45.1	45.1	4.0	22	50	82	0	11.0	
LANEY C (4)	52.3	47.4	41.8	39.5	39.9	41.9	--	151	41	79	2	--	
LASSEN C (1)	--	--	--	--	45.8	45.8	2.1	28	14	96	15	11.4	
LONG BEACH CITY C (1)	57.7	51.9	48.9	47.9	--	52.6	--	282	40	91	0	11.5	
LOS ANGELES HARBOR C (4)	52.3	47.3	41.8	39.5	39.9	41.8	--	137	42	78	2	--	
LOS ANGELES PIERCE C (4)	52.2	47.3	41.8	39.4	39.9	41.9	--	271	42	79	3	--	
LOS ANGELES SW C (4)	52.3	47.4	41.8	39.4	39.9	41.8	--	81	42	78	4	--	
LOS ANGELES TRAINING TECH C (4)	52.2	47.3	41.8	39.4	39.9	41.9	--	197	42	79	3	--	
LOS ANGELES VALLEY C (4)	52.3	47.4	41.8	39.5	39.9	41.9	--	253	42	79	2	--	
LOS ANGELES CITY C (4)	52.2	47.4	41.8	39.5	40.0	41.9	--	247	41	79	2	--	
LOS ANGELES MISSION C (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	103	42	79	3	--	
LOS MEDANOS C (1)	--	--	--	--	53.0	53.0	--	99	47	15	0	10.5	
C OF MARIN (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	159	42	78	4	--	
MENDOCINO C (1)	--	--	--	--	46.7	46.7	--	38	34	100	5	11.4	
MERCED C (1)	--	--	--	--	45.1	45.1	-7.1	116	34	90	3	12.4	
MERRITT C (4)	52.3	47.4	41.8	39.4	39.9	41.8	--	81	42	78	4	--	
MIRA COSTA C (4)	--	--	--	--	49.9	49.9	--	93	46	78	0	--	
MISSION C (2)	--	--	--	--	--	--	--	--	--	--	--	--	
MODESTO JR C (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	193	42	78	3	--	
MONTEREY PENINSULA C (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	103	42	79	3	--	
MOORPARK C (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	188	41	79	3	--	
MT SAN ANTONIO C (1)	--	--	--	--	48.8	48.8	--	284	45	85	5	10.6	
MOUNT SAN JACINTO C (1)	--	--	--	--	45.6	45.6	--	52	33	83	0	10.6	
NAPA VALLEY C (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	103	42	79	3	--	
OHLONE C (1)	54.0	50.0	44.7	39.8	--	49.1	--	115	47	92	0	10.7	
ORANGE COAST C (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	364	42	78	3	--	
OXNARD C (4)	52.3	47.4	41.8	39.4	39.9	41.9	--	85	41	79	3	--	
PALO VERDE C (1)	--	--	--	39.4	--	39.4	--	19	37	53	0	11.0	
PALOMAR C (1)	--	50.7	--	42.1	--	49.8	--	254	40	89	9	11.0	
PASADENA CITY C (4)	52.2	47.3	41.8	39.4	39.9	41.9	--	273	42	79	3	--	
PORTERVILLE C (1)	46.6	38.9	34.3	--	--	43.5	--	44	32	82	17	10.1	
RANCHO SANTIAGO C (4)	52.2	47.3	41.8	39.4	39.9	41.9	--	327	42	79	3	--	
C OF THE REDWOODS (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	103	42	79	3	--	
RIO HONDO C (1)	--	--	--	--	54.8	54.8	--	154	45	49	1	12.7	
RIVERSIDE CC (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	306	42	78	3	--	
SACRAMENTO CITY C (4)	52.2	47.4	41.8	39.5	40.0	41.9	--	247	41	79	2	--	
SADDLEBACK C (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	228	42	79	3	--	
SAN BERNARDINO COUNTY MEDCTR (4)	52.3	47.4	41.8	39.4	39.9	41.8	--	81	42	78	4	--	
SAN DIEGO CITY C (4)	52.3	47.3	41.8	39.4	39.9	41.8	--	186	42	78	3	--	
SAN DIEGO MESA C (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	291	42	79	3	--	
SAN DIEGO MIRAMAR C (4)	52.3	47.4	+	39.3	40.0	#	--	72	42	79	4	--	
SAN JOAQUIN DELTA C (1)	--	--	--	--	57.0	57.0	--	202	40	90	0	13.2	
SAN JOSE CITY C (1)	--	--	--	--	45.1	45.1	-10.3	129	45	90	0	10.0	
C OF SAN MATEO (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	193	42	78	3	--	
SANTA BARBARA CITY C (4)	52.2	47.3	41.8	39.4	40.0	41.9	--	199	42	78	3	--	
SANTA MONICA C (4)	--	--	--	--	55.8	55.8	--	235	44	89	0	--	
SANTA ROSA JR C (4)	52.2	47.3	41.8	39.4	39.9	41.9	--	327	42	79	3	--	
C OF THE SEQUOIAS (1)	--	--	--	--	49.2	49.2	--	157	40	92	0	10.6	
SHASTA C (4)	52.3	47.4	41.8	39.5	39.9	42.0	--	148	41	79	2	--	
SIERRA C (4)	--	--	--	--	47.3	47.3	--	136	30	85	1	--	
C OF THE SISKIYOU (1)	--	--	--	--	44.5	44.5	--	49	27	94	8	10.9	
SKYLINE C (4)	52.3	47.3	41.8	39.4	40.0	41.9	--	112	41	79	3	--	
SAN BERNARDINO VALLEY C (4)	52.3	47.4	41.8	39.5	39.9	42.0	--	148	41	79	2	--	
SOLANO COUNTY CC DIST (1)	--	--	--	--	50.3	50.3	--	126	38	88	0	10.5	
SOUTHWESTERN C (4)	52.3	47.3	41.8	39.5	39.9	41.8	--	240	42	78	2	--	
TAFT C (4)	--	--	--	--	54.3	54.3	--	16	25	94	24	--	
VICTOR VALLEY C (4)	52.3	47.3	41.8	39.4	39.9	41.9	--	101	42	78	3	--	
VISTA C (4)	52.4	+	+	39.7	39.9	41.7	--	37	41	78	0	--	
WEST HILLS CC (1)	--	--	--	--	44.4	44.4	--	38	29	87	19	10.9	
WEST LOS ANGELES C (4)	52.2	47.4	41.8	39.4	39.9	42.0	--	116	41	79	3	--	
WEST VALLEY C (5)	--	--	--	--	55.0	55.0	--	240	52	91	8	0.3	

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Inst./ Lect.	No Rank	Avg. (\$)	% Chg.	# of Fac.	% Fem.	% Tnrd.	% 11/12	Avg. Bene.
YUBA C (4)	52.3	47.3	41.8	39.5	39.9	41.9	--	132	42	78	2	--
LAS POSITAS C (4)	52.2	47.3	41.8	39.4	40.0	41.9	--	96	42	78	3	--
BA												
CA MARITIME ACADEMY (1)	--	--	--	--	--	--	--	--	--	--	100	--
BA+												
CA POLYTECH ST U-SAN LUIS OBISPO (1)	61.1	51.1	40.0	32.3	--	57.3	0.4	645	16	79	5	14.9
CA STATE BAKERSFIELD U (1)	60.1	48.8	38.1	30.5	--	50.4	-1.2	199	34	60	1	13.8
CA STATE U-STANISLAUS (1)	60.2	47.1	38.9	+	--	#	-1.2	187	34	71	1	14.1
CA STATE U-SAN BERNARDINO (1)	60.1	49.0	40.2	30.7	--	49.9	-0.4	390	36	49	2	13.7
CA STATE POLYTECHNIC U POMONA (1)	61.4	50.5	41.5	30.6	--	56.0	0.0	598	24	71	5	14.7
CA STATE U-CHICO (1)	60.6	49.0	39.8	34.4	--	55.8	-1.0	556	27	79	5	14.5
CA STATE U-DOMINGUEZ HILLS (1)	60.9	48.4	40.5	33.3	--	55.6	0.2	255	35	71	8	14.6
CA STATE U-FRESNO (1)	60.7	48.4	39.0	34.2	--	55.5	-0.2	618	29	78	4	14.5
CA STATE U-FULLERTON (1)	60.9	49.8	38.9	27.9	--	54.2	-0.9	620	29	66	4	14.4
CA STATE U-HAYWARD (1)	60.9	49.5	39.5	33.0	--	55.2	-0.4	379	34	74	2	14.5
CA STATE U-LONG BEACH (1)	60.4	48.6	40.7	33.6	--	54.2	0.2	771	30	73	3	14.3
CA STATE U-NORTHRIDGE (1)	60.8	47.1	39.7	34.6	--	54.5	-0.6	706	32	78	5	14.3
CA STATE U-SACRAMENTO (1)	61.0	48.9	39.3	--	--	57.4	0.2	701	29	82	3	14.8
HUMBOLDT STATE U (1)	59.8	47.4	39.2	+	--	#	-0.5	316	22	73	2	14.3
SAN JOSE STATE U (1)	60.4	49.4	40.4	32.5	--	52.7	-0.3	800	31	60	3	14.0
SONOMA STATE U (1)	60.4	46.6	38.3	--	--	55.1	-1.5	235	28	77	2	14.4
CA STATE U, SAN MARCOS (1)	60.9	51.0	40.3	+	--	#	--	70	43	41	3	13.6
Doctoral												
CA STATE U-LOS ANGELES (1)	61.0	49.0	41.4	28.2	--	53.9	-2.2	526	32	71	4	14.2
U OF CA-BERKELEY (1)	80.0	54.0	45.1	41.5	52.0	68.3	1.5	1,330	21	78	5	10.1
U OF CA-DAVIS (1)	72.2	51.0	43.0	42.1	+	#	--	733	25	68	37	9.2
U OF CA-IRVINE (1)	75.2	52.7	44.5	40.4	45.6	60.2	--	616	23	68	10	9.4
U OF CA-LOS ANGELES (1)	78.4	53.0	44.5	42.4	40.1	63.9	2.6	1,398	23	69	14	9.7
U OF CA-RIVERSIDE (1)	69.9	47.7	40.8	33.8	40.9	53.4	1.9	426	26	58	12	8.9
U OF CA-SAN DIEGO (1)	75.4	50.7	43.1	37.9	51.4	61.4	3.8	708	19	69	10	9.5
U OF CA-SAN FRANCISCO (1)	--	--	--	--	--	--	--	--	--	--	100	--
U OF CA-SANTA BARBARA (1)	74.8	50.6	41.6	37.4	40.5	60.0	2.1	727	22	69	1	9.4
U OF CA-SANTA CRUZ (1)	70.1	48.9	41.9	41.1	+	#	--	430	32	63	1	9.1
NAVAL POSTGRAD SCHL (1)	65.3	53.0	42.1	+	--	#	5.1	278	4	55	0	8.4
SAN DIEGO STATE U (1)	60.7	48.3	41.0	32.6	--	54.9	--	908	28	79	3	14.5
SAN FRANCISCO STATE U (1)	60.3	49.2	40.5	32.7	--	54.3	--	697	35	64	4	14.3
Private Institutions												
AA												
D-Q U (4)	--	--	--	--	+	#	--	2	50	0	0	--
DON BOSCO TECH I (1)	--	--	--	--	+	#	--	2	50	100	0	12.0
HEALD BUSINESS C-HAYWARD (4)	--	--	--	--	+	#	--	2	50	0	0	--
HEALD BUSINESS C (4)	+	+	27.0	+	24.3	26.4	--	16	56	38	11	--
HEALD BUSINESS C-SACRAMENTO (4)	--	--	--	--	--	--	--	--	--	--	--	--
CENTRAL CA COMMERCIAL C (4)	+	+	27.0	+	24.3	26.4	--	16	56	38	11	--
HEALD C (4)	+	+	27.0	+	24.2	26.7	--	14	57	43	13	--
HEALD I OF TECHNOLOGY-SAN JOSE (4)	+	+	27.0	+	24.3	26.4	--	16	56	38	11	--
HEALD BUSINESS C-SAN FRANCISCO (4)	--	--	--	--	+	#	--	2	50	0	0	--
HEALD BUSINESS C-WALNUT CREEK (4)	--	--	--	--	+	#	--	2	50	0	0	--
MARYMOUNT C (1)	45.1	40.6	36.0	31.5	--	34.6	-1.5	54	54	0	0	10.6
S FRANCISCO C OF MORTUARY SCI (4)	--	--	--	--	+	#	--	1	100	0	0	--
KELSEY-JENNEY BUSINESS C (4)	32.9	28.5	27.0	24.3	24.3	26.5	--	30	57	40	12	--
BA												
AGAPE BIBLE C (4)	--	--	--	--	--	--	--	--	--	--	--	--
AM-ARMENIAN INT'L C (4)	+	--	--	--	--	#	--	1	0	100	0	--
ANAHEIM CHRISTIAN C (4)	--	--	--	--	--	--	--	--	--	--	--	--
BEREAN BIBLE C (4)	--	--	--	--	--	--	--	--	--	--	--	--
CA CHRISTIAN C (1)	--	--	--	--	--	--	--	--	--	--	100	--
CAPITAL BIBLE I (4)	+	+	+	--	--	51.5	--	3	0	67	0	--
CHRISTIAN HERITAGE C (4)	31.2	24.8	+	--	--	#	--	18	28	0	5	--
CHRISTIAN LIFE C (4)	+	+	+	--	--	55.5	--	4	0	75	0	--

	Prof.	Assoc.	Asst.	Lect.	Inst./ No	Avg.	Chg.	# of	%	%	%	%	Avg.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(%)	(\$)
CLAREMONT MCKENNA C (1)	69.3	49.4	40.7	41.5	--	58.5	2.7	68	16	76	0	14.7	
COGSWELL POLYTECH C (1)	+	35.7	--	--	--	#	--	6	17	0	45	6.9	
HEALD I OF TECHN-S FRANCISCO (4)	65.9	47.0	+	--	--	#	--	10	30	80	0	--	
HEALD I OF TECHN-MARTINEZ (4)	+	+	+	--	--	51.8	--	5	20	60	0	--	
HUMPHREYS C (1)	--	--	--	--	--	--	--	--	--	--	100	--	
LIFE BIBLE C (4)	--	--	--	--	31.9	31.9	--	10	50	0	0	--	
ART I OF SOUTHERN CA (1)	--	36.0	30.1	+	+	29.8	--	8	38	0	0	7.7	
LOUISE SALINGER ACAD OF FASHION (1)	--	--	--	--	+	#	--	1	100	0	67	7.7	
MARIN BIBLE C (4)	--	--	--	--	--	--	--	--	--	--	--	--	
MENLO C (4)	--	--	--	--	46.6	46.6	--	30	30	0	0	--	
PACIFIC COAST BAPTIST BIBLE C (4)	+	--	--	--	--	#	--	1	0	100	0	--	
SOUTHERN CA C OF CHIROPRACTIC (1)	--	--	--	--	--	--	--	--	--	--	100	--	
PATTEN C (4)	65.5	47.0	+	--	--	#	--	9	33	78	0	--	
PITZER C (1)	63.9	43.7	37.9	+	--	#	3.5	50	34	74	0	14.2	
POMONA C (1)	68.5	51.8	41.0	35.5	--	53.8	--	160	35	57	0	14.0	
ST JOHN'S SEM C (1)	--	--	--	--	--	--	--	--	--	--	100	--	
SAN JOSE CHRISTIAN C (4)	--	--	--	--	--	--	--	--	--	--	100	--	
SCRIPPS C (1)	61.5	45.2	37.6	+	--	#	--	52	52	65	0	13.9	
SOUTHERN CA C OF OPTOMETRY (1)	+	+	+	--	--	55.6	--	3	33	33	90	8.9	
THOMAS AQUINAS C (4)	+	+	+	--	--	51.8	--	5	20	60	0	--	
WEIMER C (4)	+	+	+	--	--	51.5	--	3	0	67	0	--	
WEST COAST CHRISTIAN C (4)	+	+	--	--	--	#	--	2	0	100	0	--	
WESTMONT C (1)	45.3	38.2	32.0	26.7	--	38.3	2.1	77	23	55	0	10.3	
WHITE MEM MED CTR SCHL OF NURS (4)	+	+	--	--	--	#	--	2	0	100	0	--	
YESHIVA U OF LOS ANGELES (4)	67.5	+	+	--	--	54.4	--	6	17	67	0	--	
BA+													
ACAD OF CHINESE CULTURE/HLTH SCI (4)	+	+	--	--	--	#	--	2	0	100	0	--	
AM BAPTIST SEM OF THE WEST (1)	--	--	--	--	--	--	--	--	--	--	100	--	
AM FILM INST/CTR ADV'D FILM/TV STUDIES (1)	--	--	--	--	+	#	--	1	0	0	0	12.2	
ART CTR C OF DESIGN (4)	--	--	--	--	--	--	--	--	--	--	100	--	
AZUSA PACIFIC U (1)	44.0	36.1	31.3	28.6	--	36.3	-0.0	100	38	12	30	12.7	
BETHANY C OF THE ASSEMB OF GOD (4)	40.4	32.4	26.1	--	--	31.5	--	24	13	58	0	--	
BETHESDA CHRISTIAN U (1)	--	--	--	+	--	#	--	1	100	0	50	3.6	
CA FAMILY STUDY CTR (4)	55.3	43.9	+	--	--	#	--	8	38	75	0	--	
CA BAPTIST C (4)	38.0	31.1	25.9	--	--	30.5	--	41	29	54	0	--	
CA C OF ARTS AND CRAFTS (1)	43.2	35.4	32.2	+	--	#	--	32	38	75	16	7.0	
CA LUTHERAN U (1)	44.2	38.7	33.1	32.6	--	37.8	--	105	35	43	5	11.7	
CA COAST U (4)	+	+	+	--	--	55.5	--	4	0	75	0	--	
CA I OF THE ARTS (1)	--	--	--	--	37.9	37.9	1.8	102	34	0	0	8.9	
CA INT'L U (1)	--	--	--	--	--	--	--	--	--	--	100	--	
CA WESTERN SCHL OF LAW (4)	55.7	43.9	37.0	--	--	45.9	--	25	36	60	7	--	
CHAPMAN U (1)	53.5	42.8	38.1	--	--	44.6	--	104	29	59	1	11.2	
CHARLES R DREW U OF MED & SCI (4)	+	+	+	--	--	51.8	5	20	60	0	--	--	
CHRIST C IRVINE (1)	--	--	--	--	--	--	--	--	--	--	100	--	
CHURCH DIVIN SCHL OF THE PACIFIC (1)	56.7	50.6	+	--	--	#	--	9	22	100	0	16.1	
COLEMAN C (4)	--	--	--	--	--	--	--	--	--	--	100	--	
C OF OSTEOPATH MED OF THE PACIFIC (1)	--	--	--	--	--	--	--	--	--	--	100	--	
DOMINICAN C OF SAN RAFAEL (1)	41.2	33.9	29.7	--	--	34.8	--	37	68	3	12	6.5	
EUBANKS CONSERV OF MUSIC & ARTS (4)	+	+	+	--	--	51.5	--	3	0	67	0	--	
FRESNO PACIFIC C (1)	--	--	--	--	33.8	33.8	3.3	55	25	100	5	8.2	
HARVEY MUDD C (1)	74.8	55.1	43.5	+	--	#	--	69	14	64	0	16.2	
HOLY NAMES C (1)	45.7	37.4	30.6	+	--	#	--	48	65	48	0	6.5	
IMMACULATE HEART C CTR (1)	--	--	--	--	--	--	--	--	--	--	100	--	
I FOR CREATION RESEARCH (4)	--	--	--	--	--	--	--	--	--	--	--	--	
I OF BUDDHIST STUDIES, INC (1)	--	--	--	--	--	--	--	--	--	--	100	--	
INT'L SCHL OF THEOLOGY (1)	--	--	--	--	--	--	--	--	--	--	100	--	
JESUIT SCHL OF THEOL AT BERKELEY (1)	--	--	--	--	--	--	--	--	--	--	100	--	
JOHN F KENNEDY U (1)	--	--	--	--	--	--	--	--	--	--	100	--	
U OF JUDAISM (1)	--	--	--	--	--	--	--	--	--	--	100	--	
LINCOLN U (1)	21.9	19.4	+	--	--	#	--	8	25	38	0	1.7	

	Prof.	Assoc.	Asst.	Inst./	No		%	# of	%	%	%	%	Avg.
	(\$)	(\$)	(\$)	Lect.	Rank	Avg.	Chg.	Fac.	Fem.	Tnrd.	11/12	Bene.	(\$)
				(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(%)	
THE MASTER'S C (1)	--	--	--	--	--	--	--	--	--	--	100	--	--
LOYOLA MARYMOUNT U (1)	70.9	55.1	42.0	34.2	--	57.7	5.3	297	28	61	0	15.3	--
MENNONITE BRETHREN BIBLE SEM (1)	+	32.9	+	--	--	33.1	--	7	14	0	30	--	--
MILLS C (1)	59.1	42.3	37.7	+	--	#	--	73	53	56	0	12.2	--
MONTEREY I OF INT'L STUDIES (1)	54.1	40.8	32.9	27.9	--	40.5	--	49	43	4	0	13.3	--
MOUNT ST MARY'S C (1)	44.8	37.8	33.4	30.2	--	37.4	6.1	58	72	60	0	6.3	--
THE NATIONAL HISPANIC U (1)	--	--	--	--	--	--	--	--	--	--	100	--	--
NATIONAL U (1)	48.0	45.0	37.8	33.2	--	39.8	--	73	29	0	0	6.1	--
NEW COL ADV CHRISTIAN STDS/ NEW COL BERKELEY (4)	--	--	--	--	--	--	--	--	--	--	--	--	--
NEW C OF CA (4)	66.2	47.2	38.3	--	--	53.9	--	13	23	77	0	--	--
NORTHROP U (4)	--	--	--	--	--	--	--	--	--	--	100	--	--
NORTHWESTERN POLYTECHNIC U (1)	--	--	--	--	--	--	--	--	--	--	--	--	--
C OF NOTRE OAME (1)	45.1	37.2	40.1	29.7	--	40.6	--	49	59	47	14	7.6	--
OCCIDENTAL C (1)	62.0	46.5	38.8	32.0	--	48.3	2.9	135	37	61	0	13.2	--
OTIS ART I-PARSONS SCHL OF DESIGN (4)	66.5	47.4	37.9	--	+	#	--	21	24	52	19	--	--
PACIFIC CHRISTIAN C (1)	32.1	31.9	28.2	--	--	30.5	--	21	19	0	0	7.7	--
PACIFIC OAKS C (1)	--	--	--	--	19.2	19.2	-36.9	29	90	0	22	2.0	--
PACIFIC STATES U (4)	66.2	47.0	38.3	--	--	54.4	--	12	25	75	0	--	--
PACIFIC UNION C (1)	44.2	32.2	31.2	27.0	--	36.4	--	103	34	50	0	15.5	--
POINT LOMA NAZARENE C (1)	48.8	39.8	32.4	26.4	--	41.2	--	91	26	30	0	11.6	--
U OF REDLANDS (1)	54.7	44.3	38.3	+	--	#	--	106	42	63	19	11.7	--
ST PATRICK'S SEM (1)	16.7	+	--	--	--	#	--	6	0	0	0	9.9	--
SAMRA U OF ORIENTAL MEDICINE (1)	--	--	--	--	--	--	--	--	--	--	100	--	--
SAMUEL MERRITT C OF NURS (1)	--	+	43.1	33.5	--	#	--	28	86	0	15	7.8	--
SAN FRANCISCO ART I (1)	--	--	--	--	--	--	--	--	--	--	100	--	--
SAN FRANCISCO CONSERV OF MUSIC (1)	--	--	--	--	38.3	38.3	--	25	36	0	0	6.7	--
SAN JOAQUIN C OF LAW (1)	--	--	--	--	--	--	--	--	--	--	100	--	--
THE SIMON GREENLEAF SCHL OF LAW (4)	--	--	--	--	--	--	--	--	--	--	--	--	--
SIMPSON C (1)	36.2	32.6	27.5	--	--	30.4	-2.0	17	24	0	0	8.5	--
ST MARY'S C OF CA (1)	61.0	48.2	38.6	--	--	48.4	--	135	39	50	0	11.5	--
SOUTH BAYLO U (1)	--	--	--	--	--	--	--	--	--	--	100	--	--
SOUTHERN CA C (1)	44.0	37.4	29.3	+	--	#	--	41	17	71	0	20.1	--
ST JOHNS SEM (1)	+	37.2	+	--	--	38.7	--	6	33	0	0	10.9	--
STARR KING SCHL FOR MINISTRY (1)	--	--	--	--	--	--	--	--	--	--	100	--	--
SOUTHERN CA I OF ARCHITECTURE (4)	65.9	47.0	+	--	--	#	--	10	30	80	0	--	--
WEST COAST U (4)	55.9	43.9	37.0	31.1	36.4	43.8	--	47	34	49	19	--	--
U OF WEST LOS ANGELES (4)	+	+	--	--	--	#	--	2	0	100	0	--	--
WHITTIER C (1)	51.1	40.6	32.7	35.2	--	42.5	-15.8	77	34	68	0	10.1	--
WOODBURY U (1)	38.0	35.0	32.3	+	--	#	--	20	40	0	0	8.8	--
ANTIOCH U-LOS ANGELES BRANCH (1)	--	--	--	--	--	--	--	--	--	--	100	--	--
ANTIOCH U-SANTA BARBARA BRNCH (1)	--	--	--	--	--	--	--	--	--	--	100	--	--
CHAPMAN U ACADEMIC CTRS (4)	55.8	43.9	37.0	31.1	36.4	44.8	--	90	34	53	14	--	--
Doctoral													
BIOLA U (1)	44.5	35.3	28.7	26.4	--	35.0	-1.0	123	28	46	6	9.0	--
CA I OF INTEGRAL STUDIES (4)	55.8	43.9	37.0	--	--	45.6	--	18	33	56	10	--	--
CA I OF TECHNOLOGY (1)	114.3	--	--	--	--	114.3	--	7	0	100	97	25.3	--
AA													
F PSYCH AT FRESNO (1)	42.5	33.4	+	--	--	#	--	11	36	0	35	9.3	--
CA SCHL OF PROF PSYCH-LA (1)	49.9	44.9	37.7	--	--	44.6	15.7	21	48	0	19	10.2	--
CA SCHL OF PROF PSYCH-SAN DIEGO (1)	--	--	--	--	--	--	--	--	--	--	100	--	--
CA SCHL OF PROF PSYCH-ALAMEDA (1)	54.0	47.2	41.9	--	--	48.5	--	21	52	0	0	12.6	--
CA GRAD I (4)	+	--	--	--	--	#	--	1	0	100	0	--	--
CA GRAD SCHL OF THEOLOGY (4)	--	--	--	--	--	--	--	--	--	--	--	--	--
CA PACIFIC U (4)	67.5	+	+	--	--	54.4	--	6	17	67	0	--	--
CLAREMONT GRAD SCHL (1)	79.2	58.0	45.9	--	--	70.1	--	68	25	82	0	16.4	--
THE FIELDING I (1)	--	--	--	--	--	--	--	--	--	--	100	--	--
FULLER THEOL SEM (5)	--	--	--	--	--	--	--	--	--	--	100	--	--
GOLDEN GATE BAPTIST SEM (4)	55.6	44.0	36.7	--	--	46.2	--	11	36	64	8	--	--
GOLDEN GATE U (1)	75.1	69.5	+	--	--	#	--	30	40	50	63	13.2	--
GRAD THEOL UNION (1)	50.4	--	--	--	--	50.4	2.2	3	0	100	0	17.3	--

	Prof.	Assoc.	Asst.	Inst./	No		%	# of	%	%	%	Avg.
	(\$)	(\$)	(\$)	Lect.	Rank	Avg.	Chg.	Fac.	Fem.	Tnrd.	11/12	Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
I FOR ADVANCED STUDY OF												
HUMAN SEXUALITY (1)	--	--	--	--	--	--	--	--	--	--	100	--
U OF LAVERNE (1)	46.1	36.6	31.7	--	--	37.6	0.9	72	36	43	32	8.5
LA SIERRA U (1)	--	--	--	--	--	--	--	--	--	--	100	--
LOMA LINDA U (1)	--	--	--	--	--	--	--	--	--	--	100	--
LOYOLA LAW SCHOOL (4)	66.7	47.5	38.1	--	+	#	--	25	20	56	17	--
U OF THE PACIFIC, MCGEORGE												
SCHL. OF LAW (1)	87.7	69.1	+	33.3	--	#	--	38	24	61	21	16.6
PACIFIC GRAD SCHL. OF PSYCH (1)	+	60.8	45.4	--	--	#	--	9	56	44	10	10.5
PACIFIC LUTHERAN THEOL SEM (1)	42.4	+	+	--	+	40.9	--	11	18	64	0	12.3
PACIFIC SCHL. OF RELIGION (1)	46.0	+	36.5	--	--	#	--	12	42	67	0	14.3
U OF THE PACIFIC (1)	52.9	37.7	35.4	31.3	--	45.5	--	252	26	67	28	11.1
PEPPERDINE U (1)	69.5	56.3	49.0	34.7	--	62.4	--	146	18	71	35	18.2
PROFNL SCHL. OF PSYCH STUDIES (4)	+	--	--	--	--	#	--	1	0	100	0	--
ROSEBRIDGE GRAD SCHL. OF												
INTEGRATIVE PSYCH (1)	--	--	--	--	--	--	--	--	--	--	100	--
U OF SAN DIEGO (1)	70.0	52.2	44.5	35.3	--	56.6	6.2	263	40	60	0	14.4
SAN FRANCISCO THEOL SEM (1)	52.2	+	38.1	--	--	#	-13.0	14	36	64	0	12.4
U OF SAN FRANCISCO (1)	67.9	53.9	43.3	34.6	--	55.2	--	249	39	63	5	13.6
SANTA CLARA U (1)	75.9	54.6	47.1	42.1	+	#	--	323	28	58	1	15.0
SAYBROOK I (1)	--	--	--	--	--	--	--	--	--	--	100	--
U OF SOUTHERN CA (1)	78.5	55.6	46.4	41.2	--	62.9	--	1,038	20	71	12	18.5
SCHL. OF THEOLOGY AT CLAREMONT (1)	--	--	--	--	--	--	--	--	--	--	100	--
UNION I (4)	+	--	--	--	--	#	--	1	0	100	0	--
US INT'L U (1)	41.9	33.4	24.9	20.8	--	32.7	-26.7	53	34	0	9	9.6
WESTMINSTER THEOL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
WILLIAM CAREY INT'L U (1)	--	--	--	--	--	--	--	--	--	--	--	--
WORLD U OF AMERICA (4)	--	--	--	--	--	--	--	--	--	--	--	--
THE WRIGHT I (4)	+	+	+	--	--	51.8	--	5	20	60	0	--
YESHIVA OHR ELCHONON CHABAD												
WEST COAST SEM (4)	--	--	--	--	--	--	--	--	--	--	--	--
HEBREW UNION C CA BRANCH (4)	--	--	--	--	--	--	--	--	--	--	100	--
STANFORD U (1)	91.4	68.2	50.0	71.1	--	79.6	--	844	15	77	2	16.9
WESTERN I FOR SOCIAL RESEARCH (1)	--	--	--	--	--	--	--	--	--	--	100	--

COLORADO*Public Institutions***AA**

AIMS CC (1)	39.0	33.8	29.5	24.0	--	31.8	2.0	108	47	0	5	8.5
ARAPAHOE CC (1)	--	--	--	--	31.0	31.0	--	93	49	0	0	6.2
CO MOUNTAIN C (1)	35.5	30.1	24.3	23.4	--	31.2	--	61	34	0	0	6.3
CO NORTHWESTERN CC (1)	--	--	--	--	34.8	34.8	--	26	42	69	35	7.9
CC OF AURORA (1)	--	--	--	--	30.4	30.4	--	14	57	0	39	5.8
CC OF DENVER (1)	--	--	--	--	30.3	30.3	--	110	58	0	0	10.0
FRONT RANGE CC (1)	--	--	--	--	31.3	31.3	--	167	45	79	0	5.2
LAMAR CC (1)	--	--	--	--	31.4	31.4	--	22	36	68	15	6.2
MORGAN CC (1)	--	--	--	--	28.7	28.7	4.1	25	52	0	34	6.2
NORTHEASTERN JR C (1)	--	--	--	--	29.7	29.7	2.5	62	37	32	0	5.9
OTERO JR C (1)	--	--	--	--	32.0	32.0	--	28	36	0	0	6.6
PIKES PEAK CC (1)	--	--	--	--	33.2	33.2	--	118	38	86	0	6.9
PUEBLO CC (1)	--	--	--	--	28.4	28.4	--	72	57	0	23	5.8
RED ROCKS CC (1)	--	--	--	--	32.4	32.4	--	62	34	68	0	6.0
TRINIDAD STATE JR C (1)	--	--	--	--	28.4	28.4	4.8	36	33	0	10	6.4

BA

FORT LEWIS C (1)	43.1	37.0	34.7	27.6	--	38.5	2.5	170	31	66	0	6.6
MESA STATE C (1)	43.3	35.7	29.8	24.8	--	34.2	--	148	30	51	1	7.9
METROPOLITAN STATE C OF DENVER (1)	46.7	40.0	34.2	26.3	--	40.9	2.2	372	31	65	0	7.8
WESTERN STATE C CO (1)	46.3	37.6	32.7	24.7	--	39.5	--	100	22	62	0	8.6

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Inst./ Lect. (\$)	No Rank (\$)	Avg. (\$)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. (\$)
BA+												
ADAMS STATE C (1)	44.8	35.8	32.8	29.6	--	37.1	2.5	97	29	57	0	7.6
U OF SOUTHERN CO (1)	45.9	40.3	35.2	25.6	--	39.2	--	164	25	63	0	6.5
Doctoral												
U OF CO AT DENVER (1)	58.8	45.1	39.9	32.3	--	46.4	--	355	28	50	0	10.4
U OF CO HEALTH SCIENCES CTR (1)	+	47.3	41.1	+	--	44.2	--	33	97	30	96	12.6
U OF CO-CO SPRINGS (1)	50.3	40.3	37.4	31.8	--	42.9	--	158	23	68	1	9.4
U OF CO AT BOULDER (1)	65.0	49.6	42.2	30.9	--	54.1	--	1,006	22	68	2	11.7
CO SCHL OF MINES (1)	62.4	47.6	46.0	42.5	--	54.8	8.3	172	13	83	1	16.0
CO STATE U (1)	58.0	43.4	39.5	22.3	--	49.8	--	758	18	77	19	9.6
U OF NORTHERN CO (1)	48.5	39.1	33.9	27.9	32.7	39.2	--	447	39	56	0	6.7
Private Institutions												
BA												
BETH EL C OF NURSING (1)	--	42.4	36.8	33.0	--	38.9	--	13	100	0	0	9.5
NAZARENE BIBLE C (1)	27.9	+	25.3	+	--	25.1	--	13	31	0	0	13.1
REGIS U-TEIKYO LORETTO HEIGHTS (1)	+	+	32.1	27.0	--	32.4	--	29	24	0	0	7.3
BA+												
C FOR FINANCIAL PLANNING (1)	--	--	--	--	--	--	--	--	--	--	100	--
CO CHRISTIAN U (1)	26.9	27.3	22.4	19.1	--	22.5	--	39	26	0	0	4.1
CO C (1)	60.0	47.0	38.7	34.7	--	50.2	--	136	29	71	0	12.7
INTERIOR DESIGN I (1)	--	--	--	--	--	--	--	--	--	--	100	--
NAROPA I (1)	--	--	--	--	+	#	--	2	50	0	92	1.9
REGIS U (1)	47.0	42.5	33.6	+	32.3	#	--	63	43	56	24	9.0
ST THOMAS SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
YESHIVA TORAS CHAIM TALMUDICAL SEMINARY (4)	--	--	--	--	--	--	--	--	--	--	--	--
Doctoral												
DENVER CONSERVATIVE BAPTIST SEM (1)	38.7	33.9	30.5	--	--	35.5	--	17	12	82	0	10.5
U OF DENVER (1)	60.7	45.0	41.3	31.4	--	48.5	--	346	28	61	7	10.4
ILIFF SCHL OF THEOLOGY (1)	56.5	48.0	+	+	--	51.1	--	19	21	58	0	11.5
CONNECTICUT												
Public Institutions												
AA												
ASNUNTUCK CC (1)	47.7	42.0	35.5	--	--	43.4	-3.2	21	43	90	0	14.7
GREATER HARTFORD CC (1)	53.2	40.0	37.1	32.2	--	43.3	-0.1	45	44	67	2	14.7
GREATER NEW HAVEN TECH C (1)	49.6	43.7	38.3	+	--	#	-1.7	29	14	93	0	12.1
HARTFORD STATE TECH C (1)	50.6	44.9	38.3	+	--	#	-4.9	31	23	90	0	14.1
HOUSATONIC CC (1)	52.9	44.4	37.6	32.3	--	47.5	-6.8	38	24	87	0	15.3
MANCHESTER CC (1)	50.7	41.9	37.0	32.8	--	42.8	-6.6	92	50	68	2	13.9
MATTATUCK CC (1)	52.0	42.1	37.7	33.1	--	45.5	-6.9	67	46	73	6	14.8
MIDDLESEX CC (1)	52.5	44.0	36.4	31.5	--	45.8	-5.2	41	46	78	0	14.1
MOHEGAN CC (1)	54.5	40.1	36.3	31.4	--	43.4	-7.8	41	51	56	2	14.3
NORWALK COMMUNITY TECH C (1)	53.0	43.8	37.1	+	--	#	-4.2	48	58	90	0	15.2
NORWALK COMMUNITY TECH C (1)	50.0	44.6	37.8	32.4	--	43.0	-5.7	27	22	67	0	13.1
NORTHWESTERN CT CC (1)	51.2	42.3	37.1	34.1	--	43.7	-4.4	32	38	81	0	14.7
QUINEBAUG VALLEY CC (1)	53.1	39.9	35.9	31.3	--	39.6	-12.2	17	59	53	0	14.0
SOUTH CENTRAL CC (1)	52.8	45.8	37.1	32.2	--	43.8	-3.5	45	44	64	0	14.5
THAMES VALLEY STATE TECH C (1)	51.0	44.8	37.2	--	--	44.1	-0.4	34	21	94	0	13.8
TUNXIS CC (1)	53.1	45.5	37.3	32.5	--	43.8	-3.8	41	54	71	5	13.9
WATERBURY STATE TECH C (1)	50.7	44.6	36.8	+	--	#	-4.2	29	17	93	0	14.5
BA												
U S COAST GUARD ACADEMY (4)	62.1	53.6	42.5	36.0	--	52.5	--	42	17	64	0	--
BA+												
CENTRAL CT STATE U (1)	62.4	50.0	38.4	28.8	--	48.4	3.3	383	33	57	0	14.8
EASTERN CT STATE U (1)	62.8	48.9	38.4	--	--	51.6	--	120	34	75	0	17.3
SOUTHERN CT STATE U (1)	60.8	48.8	37.8	32.6	--	49.7	-5.4	397	35	70	0	14.6
WESTERN CT STATE U (1)	62.3	50.4	39.6	+	--	#	-2.2	183	38	66	0	17.1
Doctoral												
U OF CT (1)	72.8	55.1	45.0	41.8	--	60.6	--	1,045	25	74	0	16.7

	Prof. (\$)	Assc. (\$)	Asst. (\$)	Inst./ Lect. (\$)	No Rank (\$)	Avg. (\$)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. (\$)
Private Institutions												
AA												
MITCHELL C (1)	--	--	34.2	26.2	--	32.8	3.0	24	42	83	0	12.6
BA												
BRIDGEPORT ENGINEERING I (1)	--	--	--	--	--	--	--	--	--	--	100	--
TEIKYO POST U (1)	46.4	41.7	37.0	--	--	41.4	5.0	27	44	4	0	10.8
BA+												
ALBERTUS MAGNUS C (1)	41.1	34.6	29.0	25.5	--	33.5	9.8	25	52	56	0	5.2
CT C (1)	57.9	44.6	34.4	31.7	--	47.3	8.2	143	38	64	0	15.8
FAIRFIELD U (1)	66.4	53.3	44.1	34.7	--	52.9	2.3	188	35	69	0	16.2
THE HARTFORD GRAD CTR (1)	68.0	60.0	47.3	+	--	#	0.8	32	13	0	0	14.3
QUINNIPIAC C (4)	58.8	46.8	38.3	33.5	--	48.5	--	182	30	65	14	--
SACRED HEART U (1)	51.5	42.0	34.9	31.9	+	#	4.9	108	42	47	0	11.6
ST JOSEPH C (1)	55.3	45.8	37.3	28.4	--	42.7	2.8	65	69	48	8	8.0
TRINITY C (1)	67.9	48.7	38.8	38.2	--	53.5	6.4	143	31	68	0	13.9
Doctoral												
U OF BRIDGEPORT (1)	47.6	43.9	35.7	26.2	--	42.0	-0.9	91	16	58	0	10.7
HARTFORD SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
U OF HARTFORD (1)	55.8	46.5	40.2	27.0	--	45.5	2.7	348	28	53	2	11.8
U OF NEW HAVEN (1)	52.4	46.2	38.2	33.0	--	46.9	5.0	151	16	65	1	11.8
WESLEYAN U (1)	70.1	48.0	40.4	37.1	--	57.7	2.3	252	29	69	0	17.3
YALE U (1)	90.3	53.3	43.9	35.7	--	68.5	4.4	743	24	53	2	14.9
DELAWARE												
Public Institutions												
AA												
DE TECH AND CC STHN CAM (1)	--	--	--	--	38.5	38.5	4.0	46	63	0	32	12.7
DE TECH AND CC TERRY CAM (1)	--	--	--	--	38.8	38.8	2.9	22	55	0	46	13.0
DE TECH CC STANTON-WILMINGTON (1)	--	--	--	--	39.1	39.1	5.0	81	68	0	34	12.5
BA+												
DE STATE C (1)	50.7	45.2	35.3	25.0	--	36.9	--	158	40	35	15	7.2
Doctoral												
U OF DE (1)	69.3	51.2	40.8	28.9	--	52.4	5.1	848	33	63	12	15.5
Private Institutions												
BA												
WESLEY C (1)	43.2	36.3	32.0	+	--	#	6.6	53	42	36	0	6.9
BA+												
GOLDEY-BEACOM C (1)	45.4	36.6	32.4	+	--	#	5.9	25	48	0	0	10.4
Doctoral												
WILMINGTON C (1)	--	--	30.3	--	--	30.3	--	12	67	0	52	4.5
DIST OF COLUMBIA												
Public Institutions												
BA+												
DEFENSE INTELLIGENCE C (1)	--	--	--	--	--	--	--	--	--	--	100	--
U OF THE DC (1)	55.4	47.4	34.5	31.2	--	47.2	3.4	414	35	0	0	10.8
Private Institutions												
BA												
CORCORAN SCHL OF ART (1)	--	--	--	--	--	--	--	--	--	--	100	--
MOUNT VERNON C (1)	43.5	37.1	29.6	--	--	33.2	6.7	28	64	43	0	9.3
BA+												
DE SALES SCHL OF THEOLOGY (1)	--	--	--	--	--	--	--	--	--	--	100	--
SOUTHEASTERN U (1)	--	--	--	--	--	--	--	--	--	--	100	--
TRINITY C (1)	42.2	33.9	27.2	+	--	#	--	48	77	52	0	6.4
WA HOSPTL CTR SCHL OF MED TECH (4)	--	--	--	--	--	--	--	--	--	--	--	--
Doctoral												
AM U (1)	72.6	52.0	41.6	28.3	--	54.6	4.6	452	30	57	0	11.5
CATHOLIC U OF AMERICA (1)	61.0	44.0	37.2	31.9	29.4	46.6	3.2	389	29	63	0	8.5
GALLAUDET U (1)	61.4	46.4	38.8	31.0	20.7	45.0	--	213	59	53	19	14.6
GEORGE WA U (1)	70.7	52.1	42.1	27.5	--	58.4	4.0	615	28	63	4	11.6

	Prof.	Assc.	Asst.	Inst./	No		%	# of	%	%	%	Avg.
	(\$)	(\$)	(\$)	Lect.	Rank	Avg.	Chg.	Fac.	Fem.	Tnrd.	11/12	Bene.
				(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
GEORGETOWN U (1)	84.8	54.7	41.0	39.6	--	60.6	3.0	496	29	61	4	16.4
HOWARD U (4)	63.2	46.1	38.3	31.5	--	47.7	--	654	32	62	21	--
WESLEY THEOL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--

FLORIDA*Public Institutions***AA**

BREVARD CC (1)	36.8	35.0	31.1	26.6	--	31.7	--	229	41	75	0	11.9
BROWARD CC (1)	--	--	--	--	36.5	36.5	--	306	40	67	0	12.3
CENTRAL FL CC (1)	--	--	--	29.9	36.0	30.3	--	103	42	61	0	9.2
CHIPOLA JR C (1)	--	--	--	--	32.0	32.0	--	66	53	50	0	8.6
DAYTONA BEACH CC (1)	--	--	--	--	30.6	30.6	--	192	44	77	0	10.3
EDISON CC (1)	--	--	--	--	34.2	34.2	--	100	47	74	0	10.1
FL CC AT JACKSONVILLE (1)	36.5	--	--	--	--	36.5	--	364	51	76	0	5.9
FL KEYS CC (1)	--	--	--	--	29.5	29.5	--	33	24	76	0	10.3
GULF COAST CC (1)	39.1	40.8	33.6	29.0	23.0	35.8	--	86	48	78	0	10.3
HILLSBOROUGH CC (1)	38.4	33.0	28.8	25.4	28.1	31.8	--	226	46	77	0	10.8
INDIAN RIVER CC (1)	48.7	44.4	38.5	33.0	--	39.2	--	117	47	74	0	12.3
LAKE CITY CC (1)	--	--	--	--	28.6	28.6	--	60	40	78	0	8.4
LAKE-SUMTER CC (1)	--	--	--	--	31.1	31.1	--	41	51	71	0	9.5
MANATEE CC (1)	42.8	33.8	27.9	22.9	+	#	--	142	46	70	0	9.8
MIAMI-DADE CC (1)	44.1	35.2	29.7	25.7	--	36.7	--	808	44	79	0	12.0
NORTH FL JR C (1)	--	--	--	31.1	20.9	30.2	--	32	44	72	0	9.3
OKALOOSA-WALTON CC (1)	--	--	--	--	34.5	34.5	--	77	43	70	0	6.7
PALM BEACH CC (1)	41.2	36.2	32.5	32.1	--	33.1	--	181	48	86	0	11.0
PASCO-HERNANDO CC (1)	--	--	--	29.7	19.2	28.2	--	76	57	55	0	8.5
PENSACOLA JR C (1)	37.5	34.0	30.1	27.4	--	32.8	--	217	49	85	0	8.8
POLK CC (1)	--	--	--	--	30.6	30.6	--	83	36	99	0	9.4
ST PETERSBURG JR C (1)	--	--	--	--	34.1	34.1	--	292	49	69	0	10.6
SANTA FE CC (1)	--	--	--	--	33.6	33.6	--	229	55	86	0	9.8
SARASOTA COUNTY TECH I (4)	40.3	35.5	31.0	27.1	30.9	32.4	--	39	46	46	25	--
SEMINOLE CC (1)	--	--	--	--	34.2	34.2	--	126	48	74	0	8.7
ST JOHNS RIVER CC (1)	--	--	--	--	30.5	30.5	--	63	33	62	0	9.8
SOUTH FL CC (1)	--	--	--	--	32.4	32.4	--	42	50	81	0	9.1
TALLAHASSEE CC (1)	--	--	--	--	42.3	42.3	--	130	51	80	0	12.7
VALENCIA CC (1)	--	--	--	--	36.5	36.5	--	160	48	72	0	6.0

BA+

THE U OF WEST FL (1)	48.9	38.4	33.6	26.9	--	38.0	--	230	30	55	0	11.3
Doctoral												
U OF CENTRAL FL (1)	53.2	40.3	35.2	25.6	--	41.2	--	544	25	61	7	10.1
FL AGRIC AND MECHANICAL U (1)	46.6	39.8	35.3	29.2	--	38.8	--	269	36	51	24	10.8
FL ATLANTIC U (1)	56.1	41.5	38.2	28.3	--	44.8	--	465	29	57	12	13.6
FL INT'L U (1)	53.7	40.7	38.3	31.8	--	41.9	--	650	30	52	14	12.8
FL STATE U (1)	54.3	38.7	35.6	25.6	--	45.2	--	1,028	25	72	2	13.3
U OF FL (1)	60.4	39.8	38.8	20.5	--	49.7	--	1,074	17	76	53	14.7
U OF NORTH FL (1)	48.2	37.9	35.8	26.2	--	39.4	--	206	33	71	8	12.9
U OF SOUTH FL (1)	53.2	39.6	34.9	32.6	--	43.4	--	819	25	66	19	13.2

*Private Institutions***AA**

FL C (1)	--	--	--	--	23.6	23.6	0.6	22	23	64	0	--
BA												
FL BAPTIST THEOL C (1)	--	--	+	--	--	#	--	2	50	100	85	8.5
BETHUNE COOKMAN C (1)	34.4	30.9	29.3	22.2	--	26.9	3.2	101	45	8	18	3.9
FL CHRISTIAN C INC (1)	--	--	--	--	--	--	--	--	--	--	100	--
CLEARWATER CHRISTIAN C (1)	26.3	23.9	22.5	--	--	24.4	3.0	23	26	0	8	6.4
ECKERD C (1)	49.2	40.2	33.9	--	--	41.3	8.0	86	28	65	0	11.8
EDWARD WATERS C (1)	+	22.8	21.4	19.2	+	21.0	--	34	26	12	19	0.5
FLAGLER C (4)	40.9	33.6	28.6	23.7	--	32.8	--	72	36	44	3	--
FL BIBLE C (4)	+	+	+	--	--	34.8	--	3	0	67	0	--
FL MEMORIAL C (1)	36.0	30.2	28.3	25.6	--	29.0	9.0	62	32	0	11	--
HOBE SOUND BIBLE C (4)	+	+	+	--	--	33.1	--	5	40	60	0	--
JONES C JACKSONVILLE (4)	41.0	33.6	28.6	23.7	--	32.8	--	34	35	44	3	--

	Prof.	Assoc.	Asst.	Inst./	No	%	# of	%	%	%	Avg.	
	Prof.	Assoc.	Asst.	Lect.	Rank	Avg.	Chg.	Fac.	Fem.	Tnrd.	11/12	Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
MIAMI CHRISTIAN C (1)	33.9	+	+	--	--	31.6	-4.6	6	33	0	14	5.8
NORTHWOOD INST-FLA ED CTR (1)	--	28.1	28.4	+	--	#	3.4	10	50	0	0	7.5
PENSACOLA BIBLE I (4)	+	+	+	--	--	33.1	--	4	25	50	0	--
RINGLING SCHL OF ART AND DESIGN (1)	--	--	--	--	31.7	31.7	--	40	28	0	0	9.4
ST LEO C (1)	36.3	31.0	27.2	24.6	--	31.0	3.6	62	31	74	0	7.7
SPURGEON BAPTIST BIBLE C (1)	--	+	--	--	--	#	--	2	50	0	50	1.9
SE C ASSEMBLIES OF GOD (1)	33.7	29.1	24.0	+	--	#	-0.1	37	24	43	0	7.2
TRINITY BAPTIST C (4)	40.5	33.8	28.7	--	--	33.8	--	11	27	55	0	--
WARNER SOUTHERN C (1)	29.2	+	23.4	+	--	25.4	-3.7	17	24	29	23	5.2
WEBBER C (1)	--	17.7	--	--	--	17.7	--	3	33	0	80	2.8
BEACON C (1)	--	--	--	--	--	--	--	--	--	--	100	--
BA+												
LYNN U (4)	40.9	33.6	28.6	23.7	--	33.3	--	49	35	49	2	--
EMBRY-RIDDLE AERONAUTICAL U (1)	45.5	37.6	31.3	+	--	#	--	10	38	18	8.5	--
FL SOUTHERN C (1)	42.8	35.9	31.6	27.3	--	35.6	4.7	96	30	7	0	8.8
JACKSONVILLE U (1)	41.4	33.3	31.8	16.0	--	34.7	0.7	111	34	61	0	8.0
ORLANDO C (4)	49.9	38.9	32.3	25.3	--	39.7	--	101	32	52	12	--
PALM BEACH ATLANTIC C (1)	--	--	--	--	--	--	--	--	--	--	100	--
ST VINCENT DE PAUL REGIONAL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
ROLLINS C (1)	53.0	41.9	31.8	26.3	--	44.6	2.9	156	31	71	0	9.3
ST JOHN VIANNEY C SEM (1)	--	--	30.4	--	--	30.4	--	3	33	0	0	9.3
ST THOMAS U (1)	45.9	53.5	34.4	35.1	--	41.6	5.7	89	34	18	1	--
STETSON U (1)	59.7	42.4	36.1	26.0	+	#	4.5	176	28	59	0	12.3
U OF TAMPA (1)	--	--	--	--	--	--	--	--	--	--	100	--
TRINITY C OF FL (1)	--	--	--	--	--	--	--	--	--	--	100	--
INT'L C (4)	40.7	33.8	28.7	--	--	34.4	--	12	25	58	0	--
Doctoral												
BARRY U (1)	46.5	40.8	33.1	25.2	--	37.7	3.4	140	47	0	28	7.7
CARIBBEAN CTR ADV STUDIES												
MIAMI INST PY (1)	+	--	--	--	--	#	--	1	0	0	86	--
CHRISTIAN INT'L (4)	40.8	33.6	28.7	23.7	--	33.4	--	55	33	49	2	--
EVANGELICAL BIBLE SEM (4)	--	--	--	--	--	--	--	--	--	--	--	--
BEACON C AND SEM (4)	--	--	--	--	--	--	--	--	--	--	--	--
FL I OF TECHNOLOGY (4)	76.4	52.3	43.9	31.8	+	#	--	195	24	65	13	--
GULF COAST SEM (4)	--	--	--	--	--	--	--	--	--	--	--	--
INT'L SEM (4)	40.8	33.6	28.7	23.7	--	33.4	--	55	33	49	2	--
LANDMARK BAPTIST C (4)	--	--	--	--	--	--	--	--	--	--	--	--
MIAMI BIBLE I (4)	+	+	+	--	--	34.5	--	6	33	67	0	--
U OF MIAMI (1)	67.7	48.3	40.0	22.9	--	49.7	6.8	666	25	55	11	13.7
NOVA U (5)	70.5	41.0	38.9	36.0	--	51.0	0.3	80	35	31	50	10.3
U OF SARASOTA (4)	--	--	--	--	--	--	--	--	--	--	100	--
TALMUDIC C OF FL (4)	--	--	--	--	--	--	--	--	--	--	--	--
UNION I (4)	40.8	33.6	28.6	23.7	--	33.0	--	80	35	45	2	--

GEORGIA*Public Institutions***AA**

ABRAHAM BALDWIN AGRL C (1)	36.7	35.9	30.0	26.3	--	31.2	1.1	86	58	50	13	9.7
DARTON C (1)	36.1	33.7	32.0	28.3	--	32.4	3.4	59	54	54	16	9.2
ATLANTA METROPOLITAN C (1)	36.9	34.0	31.4	27.4	--	33.1	2.6	45	44	76	13	9.3
AUGUSTA TECH I (1)	--	--	--	--	--	--	--	--	--	--	100	--
BAINBRIDGE C (1)	37.9	33.4	+	27.6	--	#	0.2	17	47	71	47	9.3
MACON TECH I-MILLEDGEVILLE CTR (2)	--	--	--	--	--	--	--	--	--	--	--	--
BEN HILL-IRWIN TECH I (1)	--	--	--	--	--	--	--	--	--	--	100	--
BRUNSWICK C (1)	42.9	32.3	31.3	27.1	--	31.8	4.3	41	46	37	24	8.8
COLUMBUS TECH I (1)	--	--	--	--	--	--	--	--	--	--	100	--
COOSA VALLEY TECH I (1)	--	--	--	--	40.7	40.7	44.9	3	67	100	93	11.4
DALTON C (1)	+	37.4	31.6	26.8	--	#	4.2	64	47	30	23	9.3
EAST GA C (1)	+	36.5	32.3	+	--	33.5	3.4	17	18	35	11	9.8
FLOYD C (1)	38.6	33.0	30.7	25.2	--	30.8	3.6	50	58	32	22	9.2

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Inst./ Lect.	No Rank	Avg. (\$)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Trnd. (%)	% 11/12 (%)	Avg. Bene. (\$)
GAINESVILLE C (1)	42.9	35.2	30.0	24.9	--	32.0	4.4	82	54	45	4	9.0
GA MILITARY C-MAIN CAMPUS (1)	+	26.5	+	+	--	26.3	0.4	11	64	0	0	4.7
GORDON C (1)	40.3	35.5	28.8	24.4	--	29.2	1.8	61	66	20	2	8.1
GWINNETT TECH I (1)	--	--	--	--	--	--	--	--	--	--	100	--
HEART OF GA TECH I (1)	--	--	--	--	--	--	--	--	--	--	100	--
LANIER TECH I (1)	--	--	--	--	25.3	25.3	--	6	33	17	85	5.2
MACON TECH I (5)	--	--	--	--	--	--	--	--	--	--	100	--
MACON C (1)	40.0	34.3	30.2	26.0	--	31.4	3.6	120	55	38	7	9.4
CHATTAHOOCHEE TECH I (1)	--	--	--	43.9	--	43.9	--	5	60	0	88	11.3
MIDDLE GA C (1)	37.7	35.1	29.4	25.9	--	32.4	2.5	53	36	62	9	10.4
MOULTRIE AREA TECH I (1)	--	--	--	--	+	#	--	1	100	0	97	7.5
NORTH GA TECH I (1)	--	--	--	--	--	--	--	--	--	--	100	--
PICKENS TECH I (1)	--	--	--	--	--	--	--	--	--	--	100	--
SAVANNAH TECH I (1)	--	--	--	--	--	--	--	--	--	--	100	--
SOUTH GA C (1)	+	42.9	29.9	25.5	--	#	6.5	40	50	35	13	8.9
SOUTH GA TECH I (1)	--	--	--	--	--	--	--	--	--	--	100	--
SWAINSBORO TECH I (1)	--	--	--	--	--	--	--	--	--	--	100	--
THOMAS TECH I (1)	--	--	--	--	--	--	--	--	--	--	100	--
WEST GA TECH I (1)	--	--	--	--	--	--	--	--	--	--	100	--
VALDOSTA TECH I (1)	--	--	--	--	--	--	--	--	--	--	100	--
WALKER TECH I (1)	--	--	--	--	--	--	--	--	--	--	100	--
WAYCROSS C (1)	+	+	31.7	28.0	--	32.4	11.6	14	50	36	18	9.9
DEKALB C (1)	42.7	38.5	30.8	27.4	--	31.7	2.1	301	60	29	9	9.1
DEKALB TECH I (1)	--	--	--	--	41.3	41.3	--	3	67	100	96	10.3
ATHENS AREA TECH I (1)	--	--	--	--	40.1	40.1	--	16	75	6	74	11.0
OKEFENOKEE TECH I (1)	--	--	--	--	--	--	--	--	--	--	100	--
FLINT RIVER TECH I (1)	--	--	--	--	33.3	33.3	--	5	20	0	76	7.2
OGEECHEE TECH I (1)	--	--	--	--	--	--	--	--	--	--	100	--
GA MILITARY C-KINGS BAY CTR (1)	--	--	--	--	--	--	--	--	--	--	100	--
GA MILITARY C-FORT GORDON CTR (1)	--	--	--	--	--	--	--	--	--	--	100	--
GA MILITARY C-MOODY CTR (1)	--	--	--	--	--	--	--	--	--	--	100	--
GA MILITARY C-ROBINS AFB CTR (1)	--	--	--	--	--	--	--	--	--	--	100	--
BA												
CLAYTON STATE C (1)	48.1	35.7	34.6	28.3	--	37.4	4.0	80	55	51	25	10.3
SAVANNAH STATE C (1)	47.5	36.4	36.9	29.5	--	39.0	6.4	126	32	48	3	11.6
BA+												
ALBANY STATE C (1)	42.9	38.2	32.0	25.8	--	35.4	3.1	124	40	61	13	13.0
ARMSTRONG STATE C (1)	45.2	35.5	30.6	25.0	--	34.0	-0.1	175	48	46	6	8.4
AUGUSTA C (1)	49.4	38.6	34.3	26.8	--	38.1	2.0	172	40	51	2	10.5
COLUMBUS C (4)	43.5	37.1	33.5	26.3	--	38.2	--	183	34	66	8	--
FORT VALLEY STATE C (1)	45.4	38.6	32.2	26.9	--	36.1	--	95	48	62	35	10.9
GA SOUTHWESTERN C (1)	43.3	38.1	32.4	30.7	--	37.4	2.3	108	31	62	5	--
GA C (1)	42.1	36.0	33.5	24.9	--	35.3	0.1	140	44	45	19	9.9
GA SOUTHERN U (1)	47.5	39.4	32.2	25.1	--	34.5	2.8	524	41	37	9	8.1
KENNESAW STATE C (1)	51.7	41.4	34.0	26.0	--	38.6	--	324	50	44	0	10.2
NORTH GA C (1)	41.8	34.2	31.7	25.4	--	34.7	-4.2	100	39	54	14	9.9
SOUTHERN C OF TECHNOLOGY (1)	44.6	37.7	35.6	28.7	--	38.5	3.6	129	19	61	9	11.1
VALDOSTA STATE C (1)	45.8	37.8	34.2	28.3	--	38.0	2.8	221	33	59	21	11.1
WEST GA C (1)	44.5	38.1	35.0	26.1	--	37.6	2.7	231	34	52	9	10.3
Doctoral												
GA I OF TECHNOLOGY MAIN CAMPUS (1)	63.5	49.2	45.3	29.2	--	52.2	2.8	459	11	61	22	14.6
GA STATE U (1)	62.4	45.1	38.2	28.3	--	47.8	4.2	658	30	64	14	11.6
U OF GA (1)	60.6	43.4	36.7	25.1	--	45.9	--	1,016	26	65	39	10.9
MEDICAL C OF GA (1)	52.0	44.7	36.7	29.1	--	36.8	0.7	47	94	23	76	10.6
Private Institutions												
AA												
ANDREW C (1)	28.2	22.6	+	--	--	#	-10.8	9	78	67	44	4.5
CUPTON JONES C OF FUNERAL SERV'S (4)	+	+	27.0	+	24.5	26.6	--	15	53	40	12	--
REINHARDT C (1)	32.3	29.7	23.6	22.8	--	27.1	6.4	30	47	37	3	5.9
TRUETT-MCCONNELL C (1)	--	--	--	--	24.5	24.5	3.1	26	50	0	0	6.3

	Prof.	Assoc.	Asst.	Inst./ Lect.	No Rank	Avg.	% Chg.	# of Fac.	% Fem.	% Tnrd.	% 11/12	Avg. Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
YOUNG HARRIS C (1)	--	--	--	--	28.9	28.9	-9.8	28	36	79	10	5.4
BA												
ATLANTA CHRISTIAN C (1)	--	--	--	--	--	--	--	--	--	--	100	--
BEULAH HEIGHTS BIBLE C (4)	+	+	+	--	--	33.1	--	4	25	50	0	--
BREWTON-PARKER C (1)	34.1	30.8	27.2	22.7	--	28.8	5.7	52	40	46	4	5.1
CARVER BIBLE I AND C (4)	--	--	--	--	--	--	--	--	--	--	--	--
EMMANUEL C (1)	--	--	--	--	24.7	24.7	9.4	25	52	0	0	4.6
GA BAPTIST C OF NURSING (4)	--	44.8	34.0	31.0	--	34.9	--	18	100	0	14	--
MOREHOUSE C (1)	45.7	40.3	30.1	25.3	--	35.1	--	143	30	38	0	--
MORRIS BROWN C (4)	40.8	33.6	28.7	23.7	--	33.3	--	98	34	48	2	--
PAINE C (1)	31.0	27.9	24.9	22.2	--	26.1	10.5	39	46	15	15	3.8
PIEDMONT C (1)	--	--	--	--	--	--	--	--	--	--	100	--
SPELMAN C (4)	47.5	38.6	33.8	29.3	--	35.5	--	121	61	31	0	--
THOMAS C (1)	+	--	--	--	--	#	--	2	0	0	85	2.8
TOCCOA FALLS C (1)	29.2	26.4	25.0	+	--	#	6.2	39	21	18	0	8.8
WESLEYAN C (1)	42.5	33.4	29.9	26.6	--	31.8	0.2	42	55	38	5	6.6
BA+												
AGNES SCOTT C (1)	51.8	41.4	34.4	27.8	--	41.5	4.6	65	58	66	0	10.4
ATLANTA C OF ART (1)	--	--	--	--	--	--	--	--	--	--	100	--
BERRY C (1)	50.1	38.7	33.1	30.9	--	38.9	3.9	84	26	57	12	10.0
BRENAU U (1)	37.9	31.1	29.7	24.9	--	30.9	8.3	56	61	0	24	.7
COVENANT C (1)	41.1	36.8	30.0	+	--	#	5.3	37	3	54	0	9.9
LA GRANGE C (1)	38.6	34.4	29.1	23.6	--	33.3	2.5	56	32	46	7	7.8
LIFE C (1)	--	--	--	--	--	--	--	--	--	--	100	--
OGLETHORPE U (1)	47.0	40.8	33.0	--	34.8	41.5	-0.5	43	23	65	0	9.5
SAVANNAH C OF ART AND DESIGN (4)	40.9	33.6	28.6	23.7	--	33.3	--	100	34	48	2	--
SHORTER C (1)	37.0	30.4	29.7	25.2	--	31.3	5.3	58	34	47	0	5.9
Doctoral												
LUTHER RICE SEM (4)	40.9	33.6	28.6	23.7	--	33.1	--	43	35	47	2	--
CLARK ATLANTA U (1)	49.9	38.6	31.2	24.2	33.0	35.1	6.1	245	38	29	2	5.9
COLUMBIA THEOL SEM (1)	43.1	37.0	--	+	+	39.8	-3.8	18	11	78	0	18.3
EMORY U (1)	75.1	51.5	43.5	36.9	--	58.4	--	454	26	69	10	14.6
INTERDENOMINATIONAL THEOL CTR (1)	44.0	35.3	31.0	--	--	37.1	--	24	21	50	8	7.5
MERCER U (1)	51.6	38.6	32.7	24.2	--	40.8	--	183	28	61	23	9.7
I OF PAPER SCIENCE AND TECHN(1)	--	--	--	--	--	--	--	--	--	--	100	--

HAWAII*Public Institutions*

AA												
HONOLULU CC (1)	52.0	45.0	42.3	38.1	--	43.5	5.4	121	36	60	2	9.6
KAPIOLANI CC (1)	53.0	49.2	39.6	37.4	--	42.6	7.6	124	53	51	23	9.4
KAUAI CC (1)	51.2	46.2	42.4	37.2	--	41.9	7.1	53	36	60	5	9.3
LEEWARD CC (1)	52.7	46.5	40.3	35.6	--	44.4	6.6	140	46	70	3	9.7
MAUI CC (1)	55.3	47.3	43.1	36.7	--	43.9	6.3	57	49	61	19	9.6
WINDWARD CC (1)	49.8	46.1	41.3	36.4	--	42.1	4.1	44	45	57	0	9.4
HI CC (1)	55.1	46.1	38.0	36.3	--	43.2	--	67	46	63	12	9.5
BA												
U OF HI AT WEST OAHU (1)	51.3	43.5	39.5	--	--	45.5	7.4	19	32	53	0	9.9
BA+												
U OF HI AT HILO (1)	58.4	45.4	41.7	28.2	--	47.4	6.3	102	29	66	28	10.1
Doctoral												
U OF HI AT MANOA (1)	71.7	53.1	46.2	35.3	--	56.6	7.3	896	34	62	19	11.1

Private Institutions

BA												
HI LOA C (2)	--	--	--	--	--	--	--	--	--	--	--	--
BRIGHAM YOUNG U HI CAMPUS (4)	66.3	47.3	38.1	--	+	#	--	63	24	62	14	--
BA+												
CHAMINADE U OF HONOLULU (1)	41.5	34.3	32.5	--	--	35.8	12.3	54	44	61	4	7.2
HI PACIFIC U (5)	--	--	--	--	--	--	--	--	--	--	100	--
JAPAN-AMERICA I OF MGMT SCI (4)	+	+	--	--	--	#	--	2	0	100	0	--

	Prof. (\$)	Assc. (\$)	Asst. (\$)	Inst./ Lect. (\$)	No Rank (\$)	Avg. (\$)	% Chg. %	# of Fac. (#)	% Fem. %	% Tnrd. %	% 11/12 %	Avg. Bene. (\$)
ORIENTAL MEDICAL I OF HI (4)	--	--	--	--	--	--	--	--	--	--	--	--
REDEMPTION BIBLE C (4)	+	--	--	--	--	#	--	1	0	100	0	--
Doctoral												
INT'L C AND GRAD SCHL (4)	+	--	--	--	--	#	--	1	0	100	0	--

IDAHO*Public Institutions***AA**

NORTH ID C (1) -- -- -- -- 33.4 33.4 3.5 94 43 66 7 9.2

C OF SOUTHERN ID (1) 38.1 33.2 29.4 26.6 -- 31.8 1.4 61 46 0 31 8.4

BA

LEWIS-CLARK STATE C (1) 37.6 32.5 27.5 + -- # 1.5 103 36 57 4 8.2

BA+

BOISE STATE U (1) 43.8 37.4 34.5 29.3 30.2 38.3 1.2 392 29 71 6 9.5

Doctoral

ID STATE U (1) 44.7 37.1 33.2 28.4 -- 37.0 2.2 337 29 54 23 9.4

U OF ID (1) 49.3 40.0 38.4 28.7 -- 42.5 0.8 365 18 67 30 10.2

*Private Institutions***AA**

RICKS C (4) 32.9 28.5 27.0 24.3 24.3 26.4 -- 322 56 37 11 --

BA

BOISE BIBLE C (1) 27.3 + -- -- -- # -18.8 6 0 0 0 5.9

BA+

ALBERTSON C OF ID (1) + -- -- -- -- # -- 1 0 100 98 12.0

NW NAZARENE C (1) -- -- -- -- 31.7 31.7 6.6 63 25 0 3 10.4

ILLINOIS*Public Institutions***AA**

BELLEVILLE AREA C (1) -- -- -- -- 44.7 44.7 -- 104 35 86 5 2.3

BLACK HAWK CC EAST CAMPUS (2) -- -- -- -- -- -- -- -- -- -- -- --

BLACK HAWK C QUAD-CITIES (5) -- -- -- -- 39.3 39.3 -- 144 45 89 1 2.1

CARL SANDBURG C (1) -- -- -- -- 33.2 33.2 -- 52 50 81 0 3.1

CITY CS OF CHICAGO-CHICAGO

CITY-WIDE C (1) -- -- -- -- 39.0 39.0 -- 74 62 28 0 0.0

CITY C OF CHICAGO-KENNEDY-KING (1) -- -- -- -- 49.7 49.7 -- 128 48 84 0 0.0

CITY CS OF CHICAGO MALCOLM X (1) -- -- -- -- 48.8 48.8 -- 101 53 87 0 0.0

CITY C OF CHICAGO OLIVE-HARVEY C (1) -- -- -- -- 52.6 52.6 -- 115 37 95 0 0.0

CITY C OF CHICAGO-TRUMAN C (1) -- -- -- -- 48.1 48.1 -- 163 51 90 0 0.0

CITY C OF CHICAGO-R J DALEY C (1) -- -- -- -- 52.4 52.4 -- 133 34 98 0 0.0

CITY C OF CHICAGO-HAROLD WA (1) -- -- -- -- 51.5 51.5 -- 155 40 99 0 0.0

CITY C OF CHICAGO-WRIGHT C (1) -- -- -- -- 53.1 53.1 -- 147 32 97 0 0.0

DANVILLE AREA CC (1) -- -- -- -- 32.6 32.6 -- 53 43 87 10 4.4

C OF DU PAGE (4) -- -- -- -- 49.9 49.9 -- 278 40 72 0 --

ELGIN CC (1) -- -- -- -- 49.8 49.8 -- 101 42 83 0 2.3

HIGHLAND CC (1) -- -- -- -- 37.5 37.5 -- 49 31 78 0 1.9

IL CENTRAL C (1) -- -- -- -- 39.7 39.7 -- 177 33 91 0 2.4

IL EASTERN CCS-OLNEY CNTL COL (1) -- -- -- -- 30.5 30.5 -- 98 42 80 12 2.3

IL VALLEY CC (4) -- -- -- -- 37.6 37.6 -- 73 33 82 0 --

JOHN A LOGAN C (4) -- -- -- -- 38.8 38.8 -- 78 42 76 0 --

JOHN WOOD CC (1) -- -- -- -- 23.8 23.8 -- 11 45 0 74 2.3

JOLIET JR C (1) -- -- -- -- 44.8 44.8 -- 147 37 74 0 0.8

KANKAKEE CC (1) -- -- -- -- 35.4 35.4 -- 50 50 76 6 2.4

KASKASKIA C (1) -- -- -- -- 36.9 36.9 -- 55 35 89 0 2.1

KISHWAUKEE C (1) -- -- -- -- 33.0 33.0 -- 69 49 78 0 2.3

C OF LAKE COUNTY (1) -- -- -- -- 57.7 57.7 -- 159 37 86 0 0.5

LAKE LAND C (1) -- -- -- -- 33.3 33.3 -- 91 36 78 7 2.8

LEWIS AND CLARK CC (1) -- -- -- -- 41.2 41.2 -- 78 42 90 0 2.5

LINCOLN LAND CC (1) -- -- -- -- 44.0 44.0 -- 110 36 92 0 3.3

	Prof.	Assoc.	Asst.	Lect.	Inst./ Rank	No Avg.	% Chg.	% # of Fac.	% Fem.	% Tnrd.	% 11/12	Avg. Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
MCHENRY COUNTY C (1)	--	--	--	--	39.7	39.7	--	62	50	68	0	3.3
MORAIN VALLEY CC (1)	--	--	--	--	44.1	44.1	--	162	44	94	11	5.2
MORTON C (4)	--	--	--	--	47.6	47.6	--	51	49	94	0	--
OAKTON CC (1)	--	--	--	--	52.5	52.5	--	131	52	85	0	3.7
PARKLAND C (1)	--	--	--	--	44.2	44.2	--	139	51	89	0	2.3
PRAIRIE STATE C (1)	--	--	--	--	41.2	41.2	--	89	54	89	0	2.4
REND LAKE C (1)	--	--	--	--	34.7	34.7	--	44	57	68	24	2.0
RICHLAND CC (1)	--	--	--	--	36.9	36.9	--	44	36	84	0	3.6
ROCK VALLEY C (1)	--	--	--	--	42.2	42.2	--	132	28	83	5	3.9
SAUK VALLEY CC (1)	--	--	--	--	35.3	35.3	--	54	33	78	0	2.0
SHAWNEE CC (1)	--	--	--	--	32.8	32.8	--	32	50	69	3	0.4
SOUTHEASTERN IL C (1)	--	--	--	--	35.6	35.6	--	48	40	79	2	1.3
SPOON RIVER C (1)	--	--	--	--	33.3	33.3	--	34	41	82	0	1.7
STATE CC (1)	--	--	--	--	30.5	30.5	--	33	64	94	0	--
SOUTH SUBURBAN C (1)	--	--	--	--	46.7	46.7	--	111	44	86	0	3.7
TRITON C (1)	--	--	--	--	46.3	46.3	--	195	38	87	0	0.9
WAUBONSEE CC (1)	--	--	--	--	40.3	40.3	--	63	48	83	0	2.7
WILLIAM RAINEY HARPER C (4)	--	--	--	--	52.8	52.8	--	182	47	85	1	--
BA+												
CHICAGO STATE U (1)	42.6	35.1	31.3	19.9	--	34.0	--	282	44	54	8	5.7
EASTERN IL U (1)	44.4	37.4	34.1	23.3	--	36.7	--	506	35	53	10	6.2
GOVERNORS STATE U (1)	--	--	--	--	44.7	44.7	18.5	4	50	50	97	7.5
NORTHEASTERN IL U (1)	44.7	37.0	34.7	22.9	--	38.0	5.9	312	38	69	8	5.6
SANGAMON STATE U (1)	47.6	41.2	36.3	30.1	--	41.8	--	152	31	66	6	6.8
WESTERN IL U (1)	46.7	40.5	34.0	22.0	--	38.8	7.2	568	30	63	6	6.7
Doctoral												
U OF IL AT CHICAGO (1)	62.9	45.9	41.4	30.9	--	50.7	4.4	839	21	75	27	8.2
U OF IL URBANA CAMPUS (1)	67.5	48.5	41.7	35.3	--	56.2	3.6	1,738	17	76	9	8.8
IL STATE U (1)	51.5	40.9	35.5	--	--	43.1	4.5	676	27	67	5	7.6
NORTHERN IL U (1)	53.5	41.4	36.1	22.3	--	41.0	3.6	882	32	58	8	6.9
SOUTHERN IL U-CARBONDALE (1)	53.7	42.0	34.2	23.1	--	40.1	--	833	24	61	16	7.3
SOUTHERN IL U AT EDWARDSVILLE (1)	47.7	40.2	36.0	27.4	--	41.2	3.4	342	30	73	20	7.0
Private Institutions												
AA												
LEXINGTON I OF HOSPIT CAREERS (1)	--	--	--	--	--	--	--	--	--	--	100	--
LINCOLN C (1)	--	--	--	--	32.1	32.1	3.4	34	38	47	0	6.4
MACCORMAC C (1)	30.6	26.7	24.6	--	--	26.4	1.4	17	65	0	0	--
MORRISON I OF TECHNOLOGY (1)	--	--	--	--	--	--	--	--	--	--	100	--
ST AUGUSTINE C (1)	--	--	--	--	+	#	--	2	50	0	85	4.7
SPRINGFIELD C IN IL (1)	--	--	--	--	23.2	23.2	5.3	11	55	64	0	4.5
BA												
AERO-SPACE I (4)	--	--	--	--	--	--	--	--	--	--	100	--
AUGUSTANA C (1)	52.8	42.3	35.2	29.7	--	41.2	4.5	137	36	60	0	9.6
BARAT C (1)	46.6	38.1	30.7	--	--	36.9	7.6	35	60	49	0	6.5
BIBLE MISSIONARY I (4)	+	--	--	--	--	#	--	1	0	100	0	--
BLESSING RIEMAN C OF NURSING (1)	--	--	37.6	+	--	#	4.2	8	100	0	0	5.6
EAST-WEST U (1)	--	23.8	24.3	--	--	24.0	--	7	43	0	0	4.1
ELMHURST C (1)	49.5	40.3	33.2	29.1	--	38.7	2.6	99	42	62	0	10.5
EUREKA C (1)	40.4	35.9	30.4	--	--	33.8	9.2	35	31	29	5	8.1
GREENVILLE C (1)	35.1	31.6	27.3	23.4	--	31.7	--	53	21	70	5	8.1
IL C OF OPTOMETRY (1)	--	--	--	--	--	--	--	--	--	--	100	--
IL WESLEYAN U (1)	54.3	43.0	35.3	27.1	--	41.9	7.9	129	40	56	1	10.7
IL C (1)	49.1	41.0	32.7	--	--	41.6	--	48	15	63	0	7.8
JUDSON C (1)	37.6	33.6	30.0	+	--	#	-2.1	29	17	41	0	8.6
KENDALL C (1)	--	36.2	28.0	27.1	--	30.1	39.1	10	60	0	52	3.9
KNOX C (1)	49.5	40.8	33.8	31.0	--	41.7	2.7	79	25	65	0	10.2
LAKEVIEW C OF NURSING (1)	--	+	31.5	+	--	30.6	--	8	100	0	0	6.2
MACMURRAY C (1)	30.7	25.3	30.4	22.7	--	29.0	19.7	39	38	54	43	5.5
MCKENDREE C (1)	40.3	36.5	31.9	28.1	--	34.8	--	44	41	57	4	8.3
MENNONITE C OF NURSING (1)	--	--	31.2	+	--	#	9.0	9	100	0	0	6.3

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Lect. (\$)	Inst./ No Rank	Avg. (\$)	% Chg. %	# of Fac. #	% Fem. %	% Tnrd. %	% 11/12 %	Avg. Bene. (\$)
MILLIKIN U (1)	46.9	39.4	30.5	25.1	--	37.0	--	118	31	54	0	8.8
MONMOUTH C (1)	43.1	34.3	29.8	27.2	--	36.5	-1.8	53	21	70	0	8.4
NAES C (4)	25.8	--	--	3.1	--	6.5	--	27	44	0	0	--
PRINCIPIA C (1)	45.2	38.5	33.7	27.5	--	39.0	0.4	50	28	0	0	9.7
ROBERT MORRIS C (1)	--	--	--	--	25.5	25.5	0.9	42	60	0	25	5.7
ST FRANCIS MED CTR C OF NURS (1)	--	40.5	40.4	+	--	#	-0.8	17	100	0	0	--
ST JOHNS C-DEPT OF NURSING (1)	--	--	30.9	--	--	30.9	--	3	100	0	83	3.5
ST JOSEPH C OF NURSING (1)	--	--	35.1	30.6	--	33.3	--	15	100	0	0	12.6
SHIMER C (1)	--	--	--	--	19.0	19.0	5.6	13	23	62	0	9.2
TRINITY CHRISTIAN C (1)	41.4	38.7	34.5	26.3	--	36.0	3.1	38	29	39	5	9.7
TRINITY C (1)	36.1	33.9	28.1	+	--	#	0.8	30	30	40	0	6.5
WEST SUBURBAN C QF NURSING (1)	--	+	34.7	+	--	33.7	-1.1	9	100	0	0	1.2
KAES C (1)	--	--	--	--	--	--	--	--	--	--	100	--
RAY C OF DESIGN (4)	46.5	37.1	31.6	26.6	+	#	--	47	34	49	0	--
BA+												
SCHL OF ART I OF CHICAGO (1)	--	--	--	--	--	--	--	--	--	--	100	--
AURORA U (1)	41.1	37.7	32.4	30.5	--	35.6	2.4	69	48	1	3	7.2
BLACKBURN C (1)	--	--	--	--	30.6	30.6	2.8	32	31	59	0	6.0
BRADLEY U (1)	56.2	44.9	37.1	26.8	--	43.2	0.9	283	29	54	2	9.5
COLUMBIA C (1)	--	--	--	--	40.7	40.7	6.3	161	36	0	2	10.7
CONCORDIA U (1)	37.9	32.9	28.1	+	--	#	--	75	32	56	0	8.1
IL BENEDICTINE C (1)	44.5	38.2	30.2	--	--	39.2	--	88	34	66	0	9.5
JOHN MARSHALL LAW SCHL (4)	51.3	41.9	35.0	+	--	#	--	36	33	58	3	--
LAKE FOREST C (1)	61.3	46.7	38.2	35.1	--	47.8	--	82	27	55	0	13.8
LEWIS U (1)	44.8	37.1	32.2	27.8	--	36.8	3.9	108	40	48	18	8.1
LINCOLN CHRISTIAN C AND SEM (1)	36.2	32.3	28.9	--	--	32.6	1.1	26	15	100	0	4.9
MOODY BIBLE I (4)	46.6	37.0	31.6	26.6	36.0	37.4	--	89	35	48	0	--
NORTH CENTRAL C (1)	47.3	40.6	34.6	29.5	--	39.5	4.2	99	33	48	0	8.9
NORTH PARK C & THEOLOG SEM (1)	40.9	32.4	27.3	21.7	--	34.2	-2.8	68	38	72	0	9.1
OLIVET NAZARENE U (1)	33.6	29.2	26.3	23.7	--	29.7	2.4	80	41	49	0	9.3
PARKS C OF ST LOUIS U (1)	55.0	50.7	39.7	34.5	--	46.3	--	46	13	57	12	8.9
QUINCY C (1)	35.7	33.5	27.5	+	--	#	0.8	58	19	60	0	7.0
ROCKFORD C (1)	36.1	31.6	28.4	+	--	#	-4.2	61	30	56	0	7.2
ROSARY C (1)	47.4	39.1	34.3	28.4	--	37.0	2.7	74	57	65	0	9.2
C OF ST FRANCIS (1)	43.8	41.1	34.0	32.6	--	38.2	--	48	50	2	6	9.7
ST XAVIER U (1)	49.0	41.2	35.4	28.5	--	39.5	12.4	145	60	57	0	9.8
SPERTUS C JUDAICA (1)	+	--	--	--	--	#	--	1	0	100	0	13.9
VANDERCOOK C OF MUSIC (1)	--	--	--	--	--	--	--	--	--	--	100	--
WHEATON C (1)	49.8	42.6	35.8	31.8	--	44.1	2.4	154	21	71	0	11.9
KNOWLEDGE SYSTEMS I (1)	--	--	--	--	--	--	--	--	--	--	100	--
Doctoral												
ADLER SCHL OF PROFNL PSYCH (1)	--	--	--	--	--	--	--	--	--	--	100	--
BRISK RABBINICAL C (4)	--	--	--	--	--	--	--	--	--	--	--	--
CATHOLIC THEOL UNION-CHICAGO (1)	38.8	29.7	24.9	--	--	32.5	1.9	30	30	67	0	--
CHICAGO SCHL OF PROFNL PSYCH (1)	--	--	--	--	--	--	--	--	--	--	100	--
CHICAGO THEOL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
U OF CHICAGO (1)	88.1	58.3	52.2	35.8	--	73.7	5.3	705	16	71	12	16.6
DEPAUL U (1)	67.7	52.5	42.8	33.8	--	50.9	4.1	470	33	55	5	11.5
FOREST I OF PROFNL PSYCH (1)	--	--	--	--	--	--	--	--	--	--	100	--
GARRETT-EVANGELICAL THEOL SEM (4)	50.4	42.2	34.9	--	--	42.5	--	12	33	58	8	--
HEBREW THEOL C (4)	+	+	+	--	--	39.0	--	5	20	60	0	--
IL I OF TECHNOLOGY (1)	66.9	46.6	43.7	30.8	--	50.2	--	261	15	58	7	11.6
LOYOLA U OF CHICAGO (1)	72.9	50.4	41.9	37.8	--	53.0	6.2	465	31	66	23	11.7
LUTHERAN SCHL OF THEOL-CHICAGO (1)	--	--	--	--	--	--	--	--	--	--	100	--
MCCORMICK THEOL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
MEADVILLE-LOMBARD THEOL SCHL (1)	+	--	+	--	--	51.5	--	3	33	67	0	8.8
NATIONAL-LOUIS U (1)	45.8	39.9	32.5	27.5	27.6	33.7	--	228	65	28	3	7.0
NORTHERN BAPTIST THEOL SEM (4)	--	--	--	--	--	--	--	--	--	--	100	--
NORTHWESTERN U (1)	82.6	57.3	47.6	--	--	68.0	4.1	886	19	69	0	14.4
ROOSEVELT U (1)	45.2	38.6	32.2	--	--	38.9	1.0	149	27	66	0	10.8
SEABURY-WESTERN THEOL SEM (4)	--	--	--	--	--	--	--	--	--	--	100	--

	Prof.	Assoc.	Asst.	Inst./ Lect.	No Rank	Avg.	% Chg.	# of Fac.	% Fem.	% Tnrd.	% 11/12	Avg. Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
U OF ST MARY OF THE LAKE MUNDELEIN (1)	--	--	--	--	--	--	--	--	--	--	100	--
TELSHE YESHIVA-CHICAGO (4)	+	--	--	--	--	#	--	1	0	100	0	--
TRINITY EVANG DIVINITY SCHL (1)	45.6	38.8	34.6	+	--	#	--	34	6	53	0	7.3

INDIANA*Public Institutions***AA**

IN VOC/TECH C-NORTH CENTRAL (1)	--	--	--	--	25.7	25.7	--	18	56	0	68	8.0
IN VOC/TECH C-CENTRAL IN (1)	--	--	--	--	24.2	24.2	--	19	74	0	84	5.7
IN VOC/TECH C-COLUMBUS (1)	--	--	--	--	24.6	24.6	--	12	67	0	74	8.2
IN VOC/TECH C-EAST CENTRAL (1)	--	--	--	--	24.7	24.7	3.8	7	57	0	84	8.4
IN VOC/TECH C-KOKOMO (1)	--	--	--	--	23.9	23.9	--	7	29	0	77	4.1
IN VOC/TECH C-LAFAYETTE (1)	--	--	--	--	21.3	21.3	--	7	43	0	83	7.4
IN VOC/TECH C-NE (1)	--	--	--	--	25.8	25.8	--	15	47	0	75	8.1
IN VOC/TECH C-SOUTH CENTRAL (1)	--	--	--	--	--	--	--	--	--	--	100	--
IN VOC/TECH C-SW (1)	--	--	--	--	28.3	28.3	--	9	56	0	82	9.5
IN VOC/TECH C-WABASH VALLEY (1)	--	--	--	--	24.2	24.2	--	8	50	0	87	6.7
IN VOC/TECH C-WHTEWATER (1)	--	--	--	--	25.8	25.8	6.4	8	63	0	70	8.5
IN VOC/TECH C-NW (1)	--	--	--	--	+	#	--	2	100	0	97	8.7
IN VOC/TECH C-SE (1)	--	--	--	--	21.6	21.6	--	14	93	0	58	6.6
VINCENNES U (1)	41.1	35.0	30.4	26.8	--	34.4	5.4	360	41	59	5	12.2

BA+

IN U-PURDUE U AT FORT WAYNE (1)	49.3	39.6	33.2	22.5	--	36.6	4.1	279	33	55	9	11.4
U OF SOUTHERN IN (1)	47.7	41.7	36.5	28.7	--	37.8	3.5	156	38	47	7	10.2
IN U KOKOMO (1)	49.8	41.0	36.2	30.2	--	37.8	6.0	67	45	39	13	11.1
IN U SOUTH BEND (1)	52.1	44.7	38.3	29.6	--	41.4	3.2	155	35	48	9	12.4
IN U NW (1)	53.9	42.9	35.4	28.3	--	40.4	2.6	131	27	49	13	12.4
IN U SE (1)	52.2	40.8	34.0	32.2	--	41.0	1.9	122	41	50	4	12.7
IN U EAST (1)	46.7	39.0	31.9	27.1	--	33.2	7.7	54	48	30	0	10.4
PURDUE U CALUMET CAMPUS (1)	50.0	40.4	35.7	23.3	--	39.1	4.0	214	39	58	11	11.4
PURDUE U NORTH CENTRAL CAMPUS (1)	+	36.6	31.3	24.7	--	#	-0.2	69	45	45	12	10.2

Doctoral

BALL STATE U (1)	50.8	40.4	32.8	21.8	--	38.1	2.6	939	37	51	0	11.6
IN U-PURDUE UNIV INPOLIS (1)	62.0	45.2	38.8	28.2	--	44.4	3.3	536	38	54	22	13.4
IN STATE U (1)	49.1	39.1	33.5	22.4	--	41.7	4.5	551	30	73	2	11.7
IN U BLOOMINGTON (1)	65.3	47.0	38.3	29.8	--	51.9	1.8	1,246	25	63	9	15.4
PURDUE U MAIN CAMPUS (1)	71.1	48.1	40.9	23.0	--	51.9	5.1	1,008	22	61	32	14.4

*Private Institutions***AA**

ANCILLA DOMINI C (1)	32.7	+	+	+	--	29.3	--	7	14	57	0	5.4
DAVENPORT C-SOUTH BEND (1)	--	--	--	--	--	--	--	--	--	--	100	--
DAVENPORT C - MERRILLVILLE (1)	--	--	--	--	--	--	--	--	--	--	100	--
HOLY CROSS C (1)	--	29.6	26.5	--	--	28.3	1.9	17	29	0	0	5.5
MID-AMERICA C OF FUNERAL SERVICE (4)	--	--	--	--	--	--	--	--	--	--	--	--

BA

CALUMET C OF ST JOSEPH (1)	--	--	--	--	--	--	--	--	--	--	100	--
DEPAUW U (1)	52.9	41.3	33.2	--	--	42.8	2.7	149	32	69	0	12.4
TAYLOR U-FORT WAYNE (1)	29.8	24.4	+	21.7	--	#	9.5	17	35	18	6	5.7
FRANKLIN C OF IN (1)	45.9	37.0	33.9	--	--	38.7	--	60	30	60	2	8.8
GOSHEN C (1)	36.0	32.4	30.1	--	--	33.5	--	72	33	64	3	10.3
GRACE C (1)	30.0	20.7	22.3	--	--	25.5	--	29	21	14	0	6.7
HANOVER C (4)	46.6	37.1	31.6	26.6	+	#	--	57	33	51	0	--
IN I OF TECHNOLOGY (4)	+	32.8	31.0	20.4	--	#	--	18	11	33	0	--
LUTHERAN C OF HEALTH PROF (4)	46.3	37.1	31.6	--	--	38.0	--	14	36	57	0	--
MARIAN C (1)	38.9	31.4	28.5	27.5	--	31.1	--	76	55	46	0	7.0
ST MARY'S C (1)	50.5	37.8	32.0	27.4	--	37.3	-1.6	116	55	62	0	11.2
ST MEINRAD C (1)	35.6	31.6	35.1	+	--	#	-2.3	16	13	69	0	6.2
TAYLOR U-UPLAND (1)	38.3	33.8	28.8	+	--	#	1.6	87	21	62	2	12.1
TRI-STATE U (1)	38.3	32.9	30.6	+	--	#	-0.4	57	14	46	25	8.8

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Inst./ Lect. (\$)	No Rank (\$)	Avg. (\$)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. (\$)
WABASH C (1)	59.6	45.7	37.1	+	--	#	2.0	74	14	66	0	12.9
BA+												
ANDERSON U (1)	39.8	33.5	30.4	21.2	--	32.4	--	119	36	52	3	8.4
BETHEL C (1)	32.4	30.1	27.3	--	+	#	6.1	33	39	18	0	7.2
BUTLER U (1)	50.7	42.0	35.1	30.7	--	42.0	4.3	184	28	60	15	9.7
EARLHAM C (1)	51.3	38.8	36.0	--	--	45.2	3.5	78	36	73	0	11.0
U OF EVANSVILLE (1)	48.1	39.9	34.1	28.9	--	40.1	3.0	165	27	68	0	7.8
GOSHEN BIBLICAL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
HUNTINGTON C (1)	43.3	36.4	30.5	+	--	#	3.7	37	32	51	0	8.9
U OF INPOLIS (1)	46.4	39.3	35.0	29.9	--	37.8	5.6	100	44	31	12	8.9
MANCHESTER C (1)	40.7	32.8	29.0	25.9	--	33.4	0.4	67	21	52	6	7.4
MARTIN U (1)	--	--	--	--	--	--	--	--	--	--	100	--
MENNONITE BIBLICAL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
OAKLAND CITY C (1)	30.1	27.1	24.2	+	--	#	5.0	20	50	15	26	5.3
ROSE-HULMAN I OF TECHNOLOGY (1)	58.2	50.9	44.1	--	--	53.1	2.5	104	9	67	0	15.6
ST FRANCIS C (1)	+	32.0	29.7	+	--	30.8	6.7	30	33	50	6	6.5
ST JOSEPH'S C (1)	36.2	36.2	30.7	+	--	#	-3.8	48	23	73	0	9.4
ST MARY-OF-THE-WOODS C (1)	33.6	+	--	--	--	#	--	6	67	83	86	8.8
ST MEINRAD SCHL OF THEOLOGY (1)	+	29.1	26.4	+	--	#	11.0	16	19	50	0	4.0
VALPARAISO U (1)	54.3	41.2	35.6	26.1	--	42.9	4.4	225	29	62	0	10.4
Doctoral												
CHRISTIAN THEOL SEM (1)	46.4	41.1	32.5	--	--	40.7	4.7	17	29	71	0	13.9
GRACE THEOL SEM (1)	35.3	+	+	--	--	31.7	--	7	0	0	0	7.6
U OF NOTRE DAME (1)	77.4	54.4	45.6	45.8	--	61.5	3.0	640	16	71	0	14.6

IOWA*Public Institutions***AA**

DES MOINES CC (1)	--	--	--	--	35.3	35.3	0.5	150	55	0	39	8.2
EASTERN IA CC DIST (1)	--	--	--	--	32.3	32.3	2.7	104	44	0	31	7.8
HAWKEYE I OF TECHNOLOGY (1)	--	--	--	--	31.2	31.2	6.2	61	54	0	45	7.8
INDIAN HILLS CC (1)	--	--	--	--	30.5	30.5	5.7	73	55	0	39	6.6
INDIAN HILLS CC-CTRVILLE CAMPUS (4)	44.7	38.1	32.3	28.6	34.0	34.9	--	61	39	33	15	--
IA CENTRAL CC (1)	36.2	39.5	34.1	32.7	--	34.0	2.1	61	28	100	27	6.4
IA LAKES CC (1)	--	--	--	--	33.2	33.2	-0.4	28	29	0	60	8.7
IA WESTERN CC (1)	38.6	31.7	28.5	24.2	--	30.8	9.3	74	38	0	31	7.7
KIRKWOOD CC (1)	--	--	--	--	30.1	30.1	-1.2	92	42	0	54	9.2
IA VALLEY CC (1)	38.2	32.1	27.2	+	15.5	#	-4.0	64	44	0	26	7.7
NORTH IA AREA CC (1)	--	--	--	--	37.1	37.1	0.4	69	33	91	18	10.3
NE IA CC (5)	--	--	--	--	31.9	31.9	3.0	92	64	0	22	--
NW IA TECH C (1)	--	--	--	--	27.2	27.2	0.9	13	31	0	64	8.0
SOUTHEASTERN CC (1)	--	--	--	--	41.1	41.1	17.0	58	28	0	29	5.3
SOUTHWESTERN CC (1)	--	--	--	--	30.2	30.2	0.2	27	22	0	36	9.4
WESTERN IA TECH CC (1)	--	--	--	--	28.7	28.7	-7.0	47	43	0	30	7.1
NE IA CC (2)	--	--	--	--	--	--	--	--	--	--	--	--

Doctoral

IA STATE U (1)	66.9	49.5	39.9	25.0	--	50.5	5.2	951	27	66	21	13.0
U OF IA (1)	69.4	49.7	42.5	33.6	--	56.7	6.0	876	25	74	15	14.3
U OF NORTHERN IA (1)	57.5	46.8	38.9	31.6	--	44.6	8.6	604	34	60	2	11.1

*Private Institutions***AA**

AM I OF BUSINESS (1)	--	--	+	--	--	--	--	--	--	--	100	--
IA METHODIST SCHL OF NURSING (1)	--	--	--	--	17.9	17.9	--	30	97	0	14	--
WALDORF C (1)	34.0	30.3	24.3	+	--	#	-1.2	30	23	47	0	7.6

BA

BRIAR CLIFF C (1)	35.9	31.5	28.2	23.4	--	30.6	-2.2	60	40	52	0	7.0
BUENA VISTA C (1)	49.1	41.4	31.7	29.5	--	37.6	2.9	69	26	49	1	10.2
CENTRAL U OF IA (1)	46.3	40.0	33.0	26.7	--	38.7	5.0	88	34	67	0	8.4
COE C (1)	49.9	41.0	32.7	23.0	--	41.3	5.3	72	31	72	0	10.3
CORNELL C (1)	56.4	42.1	36.6	31.0	--	44.9	-0.8	76	21	58	0	9.7

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Lect. (\$)	Inst./ No Rank	Avg. (\$)	% Chg. %	# of Fac. #	% Fem. %	% Tnrd. %	% 11/12 %	Avg. Bene. (\$)
DIVINE WORD C (1)	+	+	23.4	18.2	--	22.9	0.8	18	67	6	0	6.0
DORDT C (1)	38.9	33.8	29.5	26.2	--	33.5	3.2	69	14	54	0	11.0
GRACELAND C (1)	38.8	31.9	28.4	26.0	--	32.7	5.4	64	28	53	0	5.5
GRAND VIEW C (1)	37.3	30.9	28.4	+	--	#	1.0	72	46	58	0	8.1
GRINNELL C (1)	61.7	47.3	37.0	43.4	--	48.6	6.7	121	36	61	0	12.3
IA WESLEYAN C (1)	26.7	24.2	21.5	20.4	--	22.9	1.5	33	55	58	18	5.0
LUTHER C (1)	47.3	36.8	31.8	29.0	--	38.8	2.6	148	32	65	1	14.1
MOUNT MERCY C (1)	37.5	34.8	31.2	29.2	--	32.5	4.4	63	51	54	2	6.5
MOUNT ST CLARE C (1)	--	--	--	--	30.3	30.3	7.8	15	40	0	0	4.7
UPPER IA U (1)	38.0	32.6	27.5	26.6	--	29.6	2.0	28	21	32	0	5.7
VENNARD C (1)	--	--	--	--	--	--	--	--	--	--	100	--
WARTBURG C (1)	43.3	36.9	30.8	24.8	--	35.5	2.9	84	32	60	0	10.6
TEIKYO WESTMAR U (1)	37.7	30.1	27.8	23.7	--	28.9	2.7	45	36	29	0	5.3
WILLIAM PENN C (1)	38.3	30.1	27.8	22.6	--	30.3	0.2	45	22	38	0	7.1
BA+												
CLARKE C (1)	42.7	35.1	29.0	24.7	--	32.1	7.9	52	58	38	0	6.3
FAITH BAPTIST BIBLE C AND SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
LORAS C (1)	40.7	35.7	31.5	+	--	#	5.1	104	18	66	0	8.2
TEIKYO MARYCREST U (1)	39.0	33.1	28.8	+	--	#	3.4	49	43	47	0	7.7
MORNINGSIDE C (1)	37.7	32.4	29.5	+	--	#	0.2	65	35	55	0	7.7
NORTHWESTERN C (1)	41.5	35.8	29.9	26.0	--	32.7	3.3	57	16	47	0	8.7
U OF OSTEOPATHIC MED & HLTH SCI (1)	--	--	--	--	--	--	--	--	--	--	100	--
PALMER C OF CHIROPRACTIC (1)	--	--	--	--	--	--	--	--	--	--	100	--
ST AMBROSE U (1)	41.4	35.4	31.8	26.6	--	35.1	5.4	81	30	48	8	9.0
SIMPSON C (1)	48.5	39.4	32.3	29.1	--	38.8	5.2	67	36	61	1	10.7
WARTBURG THEOL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
Doctoral												
DRAKE U (1)	55.7	42.1	38.0	31.0	--	45.4	1.8	254	27	57	9	9.6
U OF DUBUQUE (1)	34.3	31.9	30.7	23.7	--	32.0	-3.6	57	33	61	0	8.0
MAHARISHI INT'L U (1)	--	--	--	--	--	--	--	--	--	--	--	--

KANSAS*Public Institutions***AA**

ALLEN COUNTY CC (1)	--	--	--	--	30.1	30.1	--	25	24	72	0	4.8
BARTON COUNTY CC (1)	--	--	--	--	29.3	29.3	2.5	62	47	69	22	6.6
BUTLER COUNTY CC (1)	--	--	--	--	30.6	30.6	3.1	98	50	0	2	7.4
CLOUD COUNTY CC (1)	--	--	--	--	28.8	28.8	9.5	37	38	86	3	6.9
COFFEYVILLE CC (1)	--	--	--	--	26.2	26.2	-7.0	33	42	0	23	5.3
COLBY CC (1)	--	--	--	--	28.4	28.4	0.1	51	47	84	0	3.4
COWLEY COUNTY CC (1)	--	--	--	--	29.5	29.5	1.6	41	37	63	0	7.3
DODGE CITY CC (1)	34.0	29.0	25.2	21.1	--	29.1	0.2	52	42	69	0	6.3
FORT SCOTT CC (1)	--	--	--	--	30.2	30.2	-0.8	29	34	79	44	3.9
GARDEN CITY CC (1)	--	--	--	--	29.2	29.2	-1.1	69	43	88	0	7.9
HASKELL INDIAN JR C (1)	--	--	--	--	--	--	--	--	--	--	--	--
HIGHLAND CC (1)	--	--	--	--	26.8	26.8	--	26	35	0	0	4.6
HUTCHINSON CC (1)	--	--	--	--	32.8	32.8	2.3	87	39	77	11	7.6
INDEPENDENCE CC (1)	--	--	--	--	32.9	32.9	13.6	28	43	93	0	4.6
JOHNSON COUNTY CC (1)	--	--	--	--	39.1	39.1	1.1	247	44	0	4	12.6
KS CITY KS CC (1)	--	--	--	--	37.7	37.7	--	121	52	0	0	6.0
LABETTE CC (1)	--	--	--	--	32.3	32.3	-0.9	39	69	0	0	4.5
NEOSHO COUNTY CC (1)	--	--	--	--	28.3	28.3	3.9	39	38	72	11	5.4
PRATT CC (1)	--	--	--	--	26.1	26.1	-0.5	39	51	69	0	4.6
SEWARD COUNTY CC (1)	--	--	--	--	28.9	28.9	5.4	33	52	64	31	5.1

BA+

EMPORIA STATE U (1)	42.3	37.6	32.6	24.3	--	35.5	3.1	201	29	48	15	9.3
FORT HAYS STATE U (1)	42.7	36.6	31.5	29.4	+	#	4.0	185	29	61	21	8.7
PITTSBURG STATE U (1)	42.3	36.2	32.4	24.6	--	35.3	1.6	233	29	56	18	9.3
US ARMY CMD & GENRL STAFF C (4)	61.6	47.1	39.7	31.6	--	45.9	--	21	38	38	16	--
WASHBURN U OF TOPEKA (1)	56.2	42.6	32.0	26.7	--	43.8	--	193	38	70	7	9.2

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Lect. (\$)	Inst./ No Rank	Avg. (\$)	% Chg. %	# of Fac. #	% Fem. %	% Tnrd. %	% 11/12 %	Avg. Bene. (\$)
Doctoral												
U OF KS MAIN CAMPUS (1)	56.0	41.7	35.8	24.9	--	47.4	3.1	927	20	78	3	10.8
U OF KS MEDICAL CTR (1)	--	+	--	--	--	#	--	1	100	100	99	8.8
KS STATE U OF AGRI & APP SCI (1)	51.1	39.6	35.2	26.8	--	40.7	1.7	687	24	62	24	9.7
WICHITA STATE U (1)	53.6	40.7	34.7	23.0	--	39.8	2.2	432	28	62	7	9.6
Private Institutions												
AA												
DONNELLY C (1)	--	--	--	--	20.1	20.1	2.1	13	38	0	0	3.5
HESSTON C (1)	--	--	--	--	23.6	23.6	11.5	34	29	0	15	4.7
BA												
BETHANY C (1)	33.6	26.5	24.3	+	--	#	-2.2	51	25	49	6	6.1
BETHEL C (1)	30.3	27.9	23.1	17.5	--	26.7	0.4	52	46	56	5	6.5
CENTRAL C (1)	--	--	--	--	19.1	19.1	--	15	20	0	0	6.0
BARCLAY C (1)	--	+	+	+	--	17.4	--	4	25	100	43	4.2
KS CITY C AND BIBLE SCHL (1)	--	+	+	--	--	11.1	24.5	4	25	0	0	3.4
KS WESLEYAN U (1)	31.4	27.6	24.1	22.9	--	27.2	3.0	37	41	41	0	4.4
MANHATTAN CHRISTIAN C (1)	29.4	26.6	25.0	--	--	27.0	5.2	9	11	0	0	6.3
MCPHERSON C (1)	31.2	27.1	24.1	20.3	--	26.7	6.4	35	23	57	0	7.8
OTTAWA U (1)	30.9	27.3	25.3	22.8	--	26.4	6.6	34	32	44	0	5.4
ST MARY C (1)	33.9	28.8	25.2	18.4	--	27.2	0.5	41	66	56	0	3.7
STERLING C (1)	28.2	24.9	22.0	+	--	#	3.5	31	32	0	0	10.0
TABOR C (1)	30.6	26.2	22.1	19.7	--	25.2	--	27	26	41	0	6.7
BA+												
BAKER U (1)	35.6	31.1	26.8	--	--	31.3	5.2	53	23	68	0	6.8
BENEDICTINE C (1)	30.3	30.9	26.0	24.4	--	28.1	6.2	49	31	53	0	4.7
CENTRAL BAPTIST THEOLOGICAL SEM (1)	39.9	+	+	+	--	36.1	-9.5	8	25	63	11	8.6
FRIENDS U (1)	33.2	29.2	25.8	+	--	#	3.6	37	32	16	23	5.4
KS NEWMAN C (1)	32.1	33.1	25.2	25.3	--	29.2	15.8	56	66	11	20	4.9
MID-AMERICA NAZARENE C (1)	34.1	29.3	25.2	21.9	--	28.9	5.8	57	35	0	0	7.8
OTTAWA U/KS CITY (4)	+	+	+	+	--	36.8	--	6	33	67	0	--
SOUTHWESTERN C (1)	33.4	32.5	28.3	+	--	#	4.7	42	38	40	2	6.5
KENTUCKY												
Public Institutions												
AA												
ASHLAND CC (5)	41.0	32.1	26.6	25.0	--	30.3	--	936	53	46	5	7.1
ELIZABETHTOWN CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
HAZARD CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
HENDERSON CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
HOPKINSVILLE CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
JEFFERSON CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
LEXINGTON CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
MADISONVILLE CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
MAYSVILLE CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
PADUCAH CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
PRESTONSURG CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
SOMERSET CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
SE CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
OWENSBORO CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
BA+												
EASTERN KY U (1)	47.9	42.1	36.1	27.4	--	41.2	0.2	548	42	69	9	10.5
KY STATE U (1)	45.6	39.0	32.6	25.3	--	35.8	2.5	124	33	48	0	8.1
MOREHEAD STATE U (1)	46.6	38.5	31.3	24.4	--	36.5	-0.7	328	35	61	0	9.7
MURRAY STATE U (1)	44.5	39.1	34.2	24.4	--	37.2	-1.0	300	30	60	11	11.4
NORTHERN KY U (1)	54.0	40.2	33.9	23.6	--	39.0	3.5	326	39	56	7	8.9
WESTERN KY U (1)	45.3	37.8	33.7	26.8	38.8	38.4	-0.7	517	33	62	8	10.4
Doctoral												
U OF KY (1)	62.2	45.0	40.0	32.8	--	50.2	--	775	22	73	35	10.4
U OF LOUISVILLE (1)	56.6	42.1	34.8	26.6	--	44.7	-0.9	477	32	64	30	9.5

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Inst./ Lect. (\$)	No Rank (\$)	Avg. (\$)	% Chg. %	# of Fac. #	% Fem. %	% Tnrd. %	% 11/12 %	Avg. Bene. (\$)
Private Institutions												
AA												
LEES C (1)	--	18.6	28.5	25.0	--	24.6	6.5	22	59	9	0	3.2
ST CATHARINE C (1)	--	--	--	--	16.6	16.6	3.0	15	60	7	0	2.8
BA												
ALICE LLOYD C (1)	29.1	25.8	22.1	19.7	--	22.9	12.9	32	34	0	0	6.2
ASBURY C (1)	38.5	32.6	28.1	23.8	--	32.7	4.2	72	19	58	0	8.1
BEREA C (1)	53.5	41.5	34.3	31.2	--	42.3	9.1	111	38	68	0	9.0
BRESCIA C (1)	+	29.5	27.6	22.0	--	#	4.6	31	39	42	6	5.3
CAMPBELLSVILLE C (1)	32.4	25.9	23.2	20.3	--	25.6	--	45	31	49	0	7.2
CENTRE C (1)	50.7	40.2	34.3	30.5	--	41.8	4.3	75	28	56	0	9.8
CLEAR CREEK BAPTIST BIBLE C (1)	+	--	--	--	--	#	--	2	0	0	75	4.3
C OF THE SCRIPTURES (1)	--	--	--	--	--	--	--	--	--	--	100	--
KY WESLEYAN C (1)	37.7	32.1	29.7	21.8	--	32.7	2.2	48	29	58	4	8.1
LINDSEY WILSON C (1)	+	35.0	27.7	26.1	--	#	11.7	38	37	3	0	5.7
MID-CONTINENT BAPTIST BIBLE C (1)	--	--	--	--	--	--	--	--	--	--	100	--
MIDWAY C (1)	--	--	--	--	28.3	28.3	3.9	38	76	16	0	4.9
PIKEVILLE C (1)	33.6	31.0	26.6	23.9	--	29.3	5.7	54	43	4	0	4.8
SUE BENNETT C (1)	--	22.3	21.6	19.0	--	20.5	--	29	45	17	0	4.2
THOMAS MORE C (1)	37.5	32.6	27.6	+	--	#	6.4	56	36	64	0	7.3
TRANSYLVANIA U (1)	44.1	38.2	30.6	+	--	#	-0.6	63	30	63	0	12.5
BA+												
BELLARMINE C (1)	46.6	37.6	31.7	32.1	--	39.3	6.0	81	38	75	0	9.1
CUMBERLAND C (1)	34.7	29.2	26.2	24.5	24.1	28.0	4.8	99	39	42	0	7.0
GEORGETOWN C (1)	39.9	33.5	29.3	23.9	--	34.2	0.5	65	42	62	6	7.3
UNION C (1)	30.0	26.9	24.6	21.1	--	25.6	3.4	51	43	41	6	5.1
Doctoral												
ASBURY THEOL SEM (1)	42.4	35.3	30.6	--	--	40.7	1.8	34	6	76	0	11.0
LEXINGTON THEOL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
LOUISVILLE PRESBY THEOL SEM (1)	50.5	+	+	--	--	48.5	-3.8	12	33	75	0	10.0
SOUTHERN BAPTIST THEOL SEM (4)	--	--	--	--	--	--	--	--	--	--	100	--
SPALDING U (1)	31.3	30.0	27.9	26.4	--	28.9	--	63	67	35	11	4.0
LOUISIANA												
Public Institutions												
AA												
BOSSIER PARISH CC (1)	--	--	--	--	26.6	26.6	-0.9	73	59	88	3	6.5
DELGADO CC (1)	42.3	37.4	31.7	26.1	--	32.3	--	250	57	52	10	6.2
LA STATE U ALEXANDRIA (1)	38.8	33.0	28.3	25.0	--	32.1	--	69	48	65	1	6.4
LA STATE U EUNICE (1)	37.3	34.8	29.9	27.4	--	31.0	--	49	49	43	13	6.9
ELAINE P NUNEZ CC (1)	--	+	32.5	23.3	--	#	-9.1	22	55	41	45	8.0
SOUTHERN U SHREVEPORT-BOSSIER CITY (1)	36.0	30.7	29.3	27.0	--	29.1	9.9	39	59	62	22	2.9
BA+												
LA STATE U SHREVEPORT (1)	45.9	40.5	33.3	25.3	--	39.0	-0.8	146	31	66	1	9.9
MCNEESE STATE U (1)	45.8	37.2	31.6	25.2	--	36.1	--	282	35	56	3	9.0
NICHOLLS STATE U (1)	44.0	36.4	32.6	23.0	23.9	34.2	-0.6	262	41	60	6	7.5
NORTHWESTERN STATE U OF LA (1)	40.1	36.8	32.0	24.6	--	33.8	-0.7	217	47	40	14	7.2
SOUTHEASTERN LA U (1)	46.6	41.2	33.1	25.1	--	35.3	-2.0	372	48	43	0	6.7
SOUTHERN U-NEW ORLEANS (1)	39.9	40.0	29.4	26.2	--	32.9	1.5	117	42	52	5	6.4
Doctoral												
GRAMBLING STATE U (1)	43.9	36.4	32.9	27.2	--	34.0	--	233	41	44	18	6.9
LA STATE U MEDICAL CTR (1)	--	--	--	--	--	--	--	--	--	--	100	--
LA ST U & AGRI & MECH (1)	61.8	44.7	38.6	25.9	--	46.2	0.6	1,031	27	58	32	9.5
LA TECH U (1)	45.8	40.9	34.7	22.6	--	37.9	-0.8	344	33	55	15	8.9
U OF NEW ORLEANS (1)	50.9	37.6	35.1	22.3	--	39.5	0.6	483	30	59	5	7.8
NE LA U (1)	45.7	36.5	32.9	23.4	--	33.0	0.4	355	44	39	23	7.7
SOUTH'N U & A&M C-BATON ROUGE (1)	44.7	38.2	31.9	25.8	--	35.6	--	399	47	69	8	6.7
U OF SOUTHWESTERN LA (1)	51.0	40.3	36.1	27.3	--	39.3	-0.3	556	34	55	4	7.9

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Lect. (\$)	Inst./ No Rank	Avg. (\$)	% Chg. %	# of Fac. (#)	% Fem. %	% Tnrd. %	% 11/12 %	Avg. Bene. (\$)
Private Institutions												
BA												
DILLARD U (1)	42.8	35.8	31.8	25.6	--	32.2	--	95	49	8	7	6.0
LA C (1)	36.9	30.7	28.9	26.5	--	32.5	0.0	61	41	62	0	11.0
BA+												
CENTENARY C OF LA (1)	49.3	39.2	33.1	25.0	--	40.5	5.2	69	23	55	0	7.9
LOYOLA U IN NEW ORLEANS (1)	57.3	43.1	33.6	28.2	--	44.5	--	221	31	66	6	11.1
OUR LADY OF HOLY CROSS C (1)	+	28.4	29.0	27.7	--	#	-3.7	28	61	0	0	6.2
XAVIER U (1)	42.2	34.0	30.0	24.6	+	#	--	156	40	31	22	4.7
Doctoral												
NEW ORLEANS BAPTIST THEOL (1)	--	--	--	---	--	--	--	--	--	--	100	--
TULANE U OF LA (1)	70.2	50.8	41.5	32.3	--	55.2	--	464	21	67	0	14.4
MAINE												
Public Institutions												
AA												
CENTRAL ME TECH C (1)	--	--	--	--	32.0	32.0	1.6	45	24	89	0	11.6
EASTERN ME TECH C (1)	--	--	--	--	30.9	30.9	-1.2	51	29	0	6	10.2
KENNEBEC VALLEY TECH C (1)	--	--	--	--	28.7	28.7	-0.1	25	68	76	24	9.6
NORTHERN ME TECH C (1)	--	--	--	--	33.7	33.7	-1.8	49	35	100	0	11.1
SOUTHERN ME TECH C (1)	--	--	--	--	31.4	31.4	--	72	26	0	21	9.7
WA COUNTY TECH C (1)	--	--	--	--	32.9	32.9	--	24	17	88	4	12.4
BA												
U OF ME AT AUGUSTA (1)	43.5	37.2	30.1	25.8	--	36.6	2.8	62	37	58	0	10.0
U OF ME AT FARMINGTON (1)	46.6	35.2	29.1	29.5	--	38.7	-0.7	104	31	63	1	10.5
U OF ME AT FORT KENT (1)	44.2	34.7	31.8	+	--	#	2.7	31	39	58	0	9.5
U OF ME AT MACHIAS (1)	37.7	36.5	28.5	--	--	34.8	-0.3	42	33	69	0	9.7
U OF ME AT PRESQUE ISLE (1)	44.6	35.8	31.0	26.0	--	35.1	-2.1	61	33	57	8	9.4
BA+												
ME MARITIME ACADEMY (1)	46.9	37.5	31.0	10.2	--	31.6	-8.1	59	19	0	0	11.1
U OF SOUTHERN ME (1)	57.3	44.2	35.8	30.8	--	45.3	3.7	298	29	67	0	11.7
Doctoral												
U OF ME (1)	57.3	43.7	36.8	32.1	--	45.0	3.9	434	30	66	3	11.4
Private Institutions												
AA												
CENTRAL ME MED CTR SCHL OF NURS (4)	--	--	--	--	--	--	--	--	--	--	--	--
BA												
BATES C (1)	64.2	46.5	38.3	35.4	--	48.9	6.0	123	32	52	0	11.4
BOWDOIN C (1)	68.3	51.1	41.1	27.9	--	54.3	11.3	122	34	66	0	13.6
COLBY C (1)	--	--	--	--	--	--	--	--	--	--	100	--
PORTLAND SCHL OF ART (1)	--	--	--	--	--	--	--	--	--	--	100	--
UNITY C (1)	32.9	29.3	24.1	--	--	28.4	8.0	29	21	0	0	5.9
WESTBROOK C (1)	39.0	33.6	26.1	22.1	--	30.2	-0.0	29	59	0	0	5.2
BA+												
C OF THE ATLANTIC (1)	--	--	--	--	34.1	34.1	7.2	15	33	0	0	9.4
HUSSON C (1)	39.3	34.6	30.9	24.4	--	33.7	2.0	43	51	47	0	4.8
U OF NEW ENGLAND (1)	42.2	37.0	31.0	25.2	--	33.6	6.7	50	48	26	40	7.4
ST JOSEPH'S C (1)	33.2	31.5	28.5	--	--	29.4	--	38	63	45	7	6.6
THOMAS C (1)	--	--	--	--	--	--	--	--	--	--	100	--
Doctoral												
BANGOR THEOL SEM (1)	39.2	+	--	--	--	#	-2.5	7	29	43	0	8.1
MARYLAND												
Public Institutions												
AA												
ALLEGANY CC (1)	41.2	35.0	31.5	+	--	#	0.3	63	59	83	22	10.0
ANNE ARUNDEL CC (1)	50.9	42.7	34.2	30.2	--	42.2	1.3	191	46	69	3	12.4
BALTIMORE CITY CC (1)	40.1	34.9	29.1	25.0	--	32.8	--	119	54	0	2	11.8
CATONSVILLE CC (1)	52.3	43.1	34.5	27.4	--	41.8	0.6	191	42	77	11	14.0

	Prof.	Assoc.	Asst.	Inst. / Lect.	No Rank	Avg.	% Chg.	# of Fac.	% Fem.	% Tnrd.	% 11/12	Avg. Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
CECIL CC (1)	45.8	41.2	34.9	28.5	--	40.7	11.5	33	55	52	23	10.0
CHARLES COUNTY CC (1)	45.9	36.7	31.6	25.9	--	38.1	--	68	44	51	0	11.4
CHESAPEAKE C (1)	40.1	39.1	32.5	29.5	--	35.9	5.1	30	47	43	29	10.9
DUNDALK CC (1)	50.7	41.7	32.1	29.9	--	38.4	--	50	48	68	14	13.7
ESSEX CC (1)	51.8	42.3	35.1	28.0	--	43.7	0.7	153	40	88	9	14.0
FREDERICK CC (1)	48.1	40.5	34.3	28.4	--	37.6	--	61	48	5	8	10.8
GARRETT CC (1)	31.3	28.0	25.9	--	--	28.0	6.2	15	33	20	0	9.8
HAGERSTOWN JR C (1)	44.9	38.0	30.0	--	--	40.4	1.0	45	44	73	13	13.4
HARFORD CC (1)	50.1	46.4	37.9	29.3	--	44.4	3.4	65	46	85	20	14.4
HOWARD CC (1)	51.9	41.6	34.3	28.8	--	37.6	--	73	71	0	14	10.7
MONTGOMERY C OF ROCKVILLE (1)	52.1	41.5	37.3	32.4	--	47.2	1.9	254	44	53	0	14.5
MONTGOMERY C OF TAKOMA PARK (1)	50.5	39.4	35.9	+	--	#	1.2	80	60	31	0	13.0
MONTGOMERY C OF GERMANTOWN (1)	48.1	39.2	35.1	+	--	#	0.3	54	43	22	0	12.2
PRINCE GEORGES CC (1)	52.2	44.8	35.5	31.4	--	48.4	2.0	204	45	75	0	8.4
WOR-WIC CC (1)	+	37.1	36.7	27.2	--	#	--	26	69	0	13	8.8
BA												
ST MARYS C OF MD (1)	54.8	40.6	33.3	30.0	--	39.7	0.2	91	34	8	5	10.6
U.S. NAVAL ACADEMY (1)	64.9	48.7	40.0	31.3	--	52.5	--	287	17	74	5	9.9
BA+												
U OF BALTIMORE (1)	66.8	56.6	46.1	--	--	56.3	--	170	31	65	3	12.8
BOWIE STATE U (1)	50.6	41.6	34.7	25.8	--	39.2	--	126	40	52	0	11.4
COL'PIN STATE C (1)	54.2	42.9	36.8	31.5	--	42.9	--	100	47	80	1	12.5
FROSTBURG STATE U (1)	50.4	42.3	35.2	29.4	--	40.9	--	233	30	67	0	11.1
U OF MD U C (1)	--	--	--	+	--	#	--	1	100	0	94	6.0
SALISBURY STATE U (1)	54.4	43.7	36.2	26.4	--	40.5	1.6	232	33	63	2	10.7
TOWSON STATE U (1)	53.1	43.3	38.3	30.6	--	43.6	-0.8	481	35	72	0	12.6
Doctoral												
U OF MD BALTIMORE PROFNL SCHS (1)	78.0	65.1	48.5	--	--	67.5	--	54	26	67	82	15.0
U OF MD BALTIMORE COUNTY (1)	62.5	44.3	39.9	29.1	+	#	0.9	292	28	59	16	10.8
U OF MD C PARK CAMPUS (1)	67.6	47.7	40.1	28.5	20.7	51.9	0.4	1,018	30	73	20	12.3
U OF MD EASTERN SHORE (1)	53.4	43.5	37.9	28.5	--	36.3	--	71	37	35	35	9.9
MORGAN STATE U (1)	56.9	47.4	39.9	33.3	--	43.4	--	204	35	52	11	14.6
<i>Private Institutions</i>												
AA												
BALTIMORE'S INT'L CULINARY C (1)	--	--	--	--	--	--	--	--	--	--	100	--
MD C OF ART AND DESIGN (1)	+	--	+	+	--	23.4	--	3	33	0	0	1.6
BA												
COLUMBIA UNION C (1)	33.4	30.4	+	+	--	31.5	--	10	50	0	78	--
EASTERN CHRISTIAN C (1)	--	--	--	--	--	--	--	--	--	--	100	--
SOJOURNER-DOUGLAS C (1)	--	--	--	--	--	--	--	--	--	--	100	--
VILLA JULIE C (1)	+	35.0	32.9	28.3	--	#	8.4	40	70	0	0	6.2
BA+												
CAPITOL C (1)	39.5	32.3	+	--	--	#	--	12	17	0	25	6.6
GOUCHER C (1)	51.0	38.0	34.2	25.5	--	39.5	-1.0	76	61	64	1	10.4
HOOD C (1)	50.8	40.0	33.9	+	--	#	-5.4	74	61	55	0	9.4
MD I C OF ART (1)	--	--	--	--	32.6	32.6	43.0	60	35	0	0	10.2
MOUNT ST MARYS C (1)	46.0	37.6	29.8	27.5	--	34.9	0.4	86	27	45	0	8.5
C OF NOTRE DAME MD (1)	42.4	36.8	29.5	24.3	--	34.9	--	68	68	22	3	5.3
ST JOHN'S C (1)	--	--	--	--	42.8	42.8	-2.0	49	20	63	0	12.5
WA BIBLE C (1)	27.9	23.0	22.2	--	--	23.7	-4.4	15	27	0	0	5.4
WA C (1)	49.7	43.4	35.1	+	--	#	3.1	62	27	73	0	11.9
WA THEOL UNION (1)	26.8	19.2	43.7	--	+	#	--	21	5	0	0	0.9
WESTERN MD C (1)	46.3	39.2	31.7	29.7	--	40.6	-2.9	83	28	80	1	11.7
Doctoral												
BALTIMORE HEBREW U (1)	--	--	--	--	--	--	--	--	--	--	100	--
JOHNS HOPKINS U (1)	77.5	51.7	43.9	33.7	57.0	63.3	2.2	416	25	56	45	14.9
LOYOLA C (1)	61.5	48.8	39.4	28.6	--	46.6	2.9	220	31	52	0	12.5
NER ISRAEL RABBINICAL C (1)	--	--	--	--	--	--	--	--	--	--	100	--
PEABODY I OF JOHNS HOPKINS U (1)	--	--	--	--	35.4	35.4	6.1	73	27	12	0	11.5
ST MARYS SEM AND U (4)	+	+	+	--	--	47.1	--	5	20	60	0	--

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Lect. (\$)	Inst./No Rank (\$)	Avg. (\$)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Trnd. (%)	% 11/12 Bene. (%)	Avg. (\$)
MASSACHUSETTS												
<i>Public Institutions</i>												
AA												
BERKSHIRE CC (1)	38.7	30.1	27.9	+	--	#	--	73	52	74	0	11.1
BRISTOL CC (1)	39.4	32.7	28.2	25.2	--	35.5	-0.7	92	50	85	0	6.3
BUNKER HILL CC (1)	37.3	29.8	28.1	27.0	--	33.6	-1.7	127	54	77	0	0.0
CAPE COD CC (1)	40.1	30.6	29.7	29.2	--	37.0	-2.5	84	51	79	0	--
FRANKLIN I OF BOSTON (1)	34.2	30.8	27.2	24.5	--	28.2	2.7	32	16	0	0	6.4
GREENFIELD CC (1)	37.2	24.9	29.3	27.1	--	34.1	-6.8	66	44	73	0	11.1
HOLYOKE CC (1)	37.6	28.1	25.3	22.7	--	34.3	-2.6	117	50	89	0	--
MA BAY CC (1)	40.0	34.1	33.1	31.8	--	36.4	0.5	75	52	67	0	12.0
MASSASOIT CC (1)	38.3	29.1	27.3	28.1	--	35.4	-1.2	154	45	88	0	1.3
MIDDLESEX CC (1)	35.4	30.4	29.1	27.1	--	32.8	3.2	121	61	66	0	0.3
MOUNT WACHUSETT CC (1)	39.5	29.7	26.6	26.5	--	35.4	--	72	36	82	0	6.8
NORTH SHORE CC (1)	39.2	31.3	28.1	27.5	--	35.9	-0.6	122	47	80	0	0.1
NORTHERN ESSEX CC (1)	39.0	34.3	29.3	29.1	--	36.3	-0.0	124	46	85	0	9.2
QUINCY C (1)	--	--	--	--	33.0	33.0	--	53	57	75	0	3.9
QUINSIGAMOND CC (1)	38.4	32.1	30.9	28.7	--	36.6	--	93	49	86	0	11.9
ROXBURY CC (1)	--	--	--	--	--	--	--	--	--	--	100	--
SPRINGFIELD TECH CC (1)	40.1	31.5	29.8	27.3	--	35.1	-2.9	177	52	80	0	11.0
BA												
MA MARITIME ACADEMY (1)	46.9	43.8	40.4	--	--	44.8	-1.4	51	2	90	0	14.7
BA+												
BRIDGEWATER STATE C (1)	45.9	38.4	35.2	27.0	--	41.7	25.8	244	36	89	0	13.5
FITCHBURG STATE C (4)	46.4	38.6	33.8	26.6	--	39.2	--	225	39	80	0	--
FRAMINGHAM STATE C (1)	46.2	37.2	32.7	27.6	--	39.4	-0.1	169	45	82	0	10.0
MA C OF ART (1)	45.6	42.4	31.7	+	--	#	2.4	62	45	74	0	--
NORTH ADAMS STATE C (1)	45.2	36.7	31.3	24.2	--	37.9	--	90	26	84	0	--
SALEM STATE C (1)	47.6	39.1	32.9	26.6	--	40.2	--	291	40	84	0	4.9
U OF MA DARTMOUTH (1)	50.4	42.2	36.5	32.7	--	45.8	0.1	315	28	83	0	13.7
WESTFIELD STATE C (1)	49.3	40.5	36.7	--	--	43.6	7.1	167	32	85	0	0.6
WORCESTER STATE C (1)	46.9	40.6	32.6	26.3	--	40.8	-0.2	170	40	78	0	--
Doctoral												
U OF MA AT LOWELL (1)	58.4	47.2	40.9	34.5	--	51.3	0.9	462	22	84	0	13.7
U OF MA AT AMHERST (1)	62.2	46.5	38.4	30.9	--	53.5	0.2	1,026	23	82	11	14.3
U OF MA AT BOSTON (1)	58.0	47.9	40.5	35.9	--	49.1	-1.2	436	35	76	5	12.4
<i>Private Institutions</i>												
AA												
AQUINAS C AT MILTON (4)	--	--	+	--	+	#	--	2	100	0	50	--
AQUINAS C AT NEWTON (4)	--	--	--	--	21.4	21.4	--	8	88	0	0	--
BAY STATE C (1)	--	--	--	--	25.1	25.1	-7.2	19	74	100	0	7.7
BECKER C-LEICESTER (1)	37.3	34.6	28.2	--	--	33.7	--	21	48	0	0	10.0
BECKER C-WORCESTER (1)	40.5	35.0	30.1	+	--	#	7.3	27	63	0	0	9.9
CATHERINE LABOURE C (1)	+	30.5	30.4	+	--	#	--	21	81	0	13	6.3
DEAN JR C (1)	42.1	39.5	31.0	27.4	--	33.4	12.1	49	43	33	0	10.0
FISHER C (4)	38.7	33.4	28.9	--	26.2	28.8	--	41	56	15	33	--
MARIAN COURT JR C (1)	--	--	--	--	+	#	--	1	100	0	86	3.5
NEW ENGLAND SCHL OF ACUPUNCT (4)	--	--	--	--	--	--	--	--	--	--	--	--
NEWBURY C, INC (1)	--	--	--	--	--	--	--	--	--	--	100	--
BA												
AMHERST C (1)	71.7	49.3	41.7	--	--	60.3	5.5	154	27	74	0	17.0
ART I OF BOSTON (1)	28.3	24.6	+	+	--	24.7	--	16	31	0	0	3.8
BAY PATH C (1)	38.5	33.0	31.3	+	--	#	-0.9	19	79	0	0	7.2
BERKLEE C OF MUSIC (1)	49.9	40.2	31.9	+	+	37.2	5.0	146	7	0	0	7.0
BRADFORD C (1)	--	--	--	--	--	--	--	--	--	--	100	--
ENDICOTT C (1)	36.5	35.6	29.5	29.8	--	33.3	--	49	59	0	0	11.2
FORSYTH SCHL FOR DENTAL HYG (1)	--	--	--	--	--	--	--	--	--	--	100	--
GORDON C (1)	42.2	34.8	31.1	28.1	--	37.6	--	69	25	57	1	12.7
HAMPSHIRE C (1)	52.8	43.1	34.3	--	--	43.7	-1.0	76	42	0	0	10.9
C OF THE HOLY CROSS (1)	67.1	49.1	39.0	35.5	--	49.6	4.9	186	28	68	0	11.7

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Lect. (\$)	Inst./ No Rank	Avg. (\$)	% Chg. (\$)	# of Fac. (\$)	% Fem. (\$)	% Tnrd. (\$)	% 11/12 (\$)	Avg. Bene. (\$)
LASELL C (1)	32.6	32.3	31.4	29.8	--	31.5	7.8	28	64	11	0	6.5
MERRIMACK C (1)	50.7	38.9	32.1	--	--	38.9	0.1	126	26	67	0	11.3
MONTERRAT C OF ART (1)	--	29.4	25.3	--	+	#	0.7	12	50	0	0	10.6
MOUNT IDA C (4)	58.5	42.1	34.8	+	37.4	#	--	77	36	42	3	--
PINE MANOR C (1)	45.3	36.1	28.5	--	--	37.3	-2.9	23	61	83	0	7.9
RADCLIFFE C (2)	--	--	--	--	--	--	--	--	--	--	--	--
SIMONS ROCK C OF BARD (4)	58.6	42.1	34.8	--	+	#	--	17	35	41	0	--
ST HYACINTH C AND SEM (4)	--	--	--	--	--	--	--	--	--	--	--	--
STONEHILL C (1)	49.4	41.3	34.6	--	--	40.8	2.7	112	29	59	0	11.7
WELLESLEY C (1)	73.3	52.4	43.3	40.6	--	58.2	7.4	220	55	64	0	16.6
WHEATON C (1)	57.7	42.7	34.7	28.6	--	46.3	1.5	93	56	57	0	10.1
BA+												
ANNA MARIA C (4)	42.3	39.1	32.4	26.8	--	34.9	--	32	50	56	0	--
ASSUMPTION C (1)	48.1	39.9	32.6	27.4	--	38.1	1.4	111	33	68	0	10.1
ATLANTIC UNION C (4)	58.4	42.2	34.8	+	36.8	#	--	42	38	40	5	--
BABSON C (1)	76.4	59.6	53.1	52.0	--	61.0	6.2	116	23	48	0	13.8
BENTLEY C (1)	69.6	55.2	47.2	39.2	--	55.3	5.3	203	28	57	0	12.7
THE BOSTON CONSERVATORY (1)	--	--	--	--	22.5	22.5	-5.2	20	55	0	31	3.4
CAMBRIDGE C (4)	--	--	--	--	--	--	--	--	--	--	100	--
CONWAY SCHL OF LANDSCAPE (1)	--	--	--	--	+	#	--	2	50	0	0	3.3
CURRY C (4)	48.4	39.9	31.9	30.6	--	40.5	--	73	53	3	0	--
EMMANUEL C (4)	46.0	43.2	34.5	28.1	--	40.0	--	52	67	62	0	--
HEBREW C (4)	43.4	+	+	+	--	32.3	--	6	33	50	25	--
HELLENIC C/HOLY CROSS GRK ORTH SCH OF THEOL (1)	46.4	40.9	+	+	--	43.0	-1.6	18	17	44	0	8.8
LIFE LABS SCHL OF MED TECH (4)	--	--	--	--	--	--	--	--	--	--	--	--
MCH I OF HEALTH PROF (1)	--	--	45.4	+	--	#	2.0	12	92	0	45	8.2
MOUNT HOLYOKE C (1)	67.3	48.2	38.5	39.5	+	#	--	198	46	57	0	13.2
SCHL OF THE MUSEUM OF FINE ARTS (4)	--	--	--	--	31.8	31.8	--	48	21	0	0	--
NICHOLS C (4)	62.5	47.0	38.7	+	--	#	--	46	35	57	0	--
C OF OUR LADY OF THE FILMS (1)	43.3	38.0	31.7	+	--	#	28.4	35	60	49	0	9.2
REGIS C (1)	49.6	41.6	33.0	26.4	--	38.9	2.1	49	78	61	0	9.9
ST JOHN'S SEM (4)	+	42.2	34.7	--	--	#	--	7	29	43	0	--
SUFFOLK U (1)	69.1	53.6	45.8	30.6	--	58.5	6.7	226	31	40	0	15.4
WENTWORTH I OF TECHNOLOGY (4)	58.4	42.2	34.8	32.2	37.0	43.4	--	151	38	41	4	--
WESTERN NEW ENGLAND C (1)	65.6	49.3	44.4	30.8	--	52.6	5.6	135	21	67	0	13.2
WHEELLOCK C (1)	54.5	41.6	33.6	30.3	--	39.6	--	51	76	41	0	8.4
WILLIAMS C (1)	69.2	48.9	40.2	36.1	--	52.5	5.2	213	31	54	0	17.2
THE GORDON I (1)	--	--	--	--	--	--	--	--	--	--	100	--
Doctoral												
AM INT'L C (1)	42.1	35.0	29.1	22.8	--	33.1	-0.3	69	41	46	0	8.3
ANDOVER NEWTON THEOL (1)	--	--	--	--	--	--	--	--	--	--	100	--
BOSTON C (1)	73.6	55.0	48.4	43.1	--	58.7	4.7	558	31	71	0	14.6
BOSTON U (1)	68.2	47.5	38.8	27.6	--	52.4	0.7	927	25	54	8	11.3
BRANDEIS U (1)	66.5	47.5	38.5	36.9	--	54.3	6.6	328	27	69	0	13.2
CLARK U (1)	67.7	47.1	41.2	+	--	#	2.4	159	28	72	0	12.4
EMERSON C (1)	66.7	48.9	38.7	21.5	--	47.2	0.1	84	35	40	9	14.4
EPISCOPAL DIVINITY SCHL (1)	--	--	--	--	--	--	--	--	--	--	100	--
GORDON-CONWELL THEOL (1)	45.9	37.3	--	--	--	42.4	-0.4	25	4	88	0	5.8
HARVARD U (5)	97.1	57.5	50.8	48.9	--	74.4	--	1,498	22	50	0	18.3
LESLEY C (1)	44.2	39.2	34.0	27.0	--	37.6	--	63	75	6	32	8.6
MA C OF PHAR & ALLIED HLTH SCI (1)	47.8	42.6	37.4	+	--	#	2.8	36	28	0	35	7.2
MA I OF TECHNOLOGY (1)	85.4	61.6	51.2	35.0	--	71.6	3.9	919	14	68	7	18.5
NEW ENGLAND CONSERV OF MUSIC (1)	--	--	--	--	34.7	34.7	1.6	56	27	0	0	5.9
NORTHEASTERN U (1)	66.2	52.8	46.6	26.1	--	52.3	--	632	29	55	21	15.2
SIMMONS C (1)	56.6	45.2	35.2	31.7	--	45.4	1.5	161	70	57	0	10.9
SMITH C (1)	70.9	50.1	39.7	34.2	--	57.5	4.8	261	46	71	0	14.0
SPRINGFIELD C (1)	52.7	37.6	30.2	23.8	--	36.2	-0.3	137	38	47	22	8.4
TUFTS U (1)	71.6	52.7	40.7	34.7	--	55.0	--	355	31	65	16	14.0
WESTON SCHL OF THEOLOGY (1)	--	23.6	15.6	--	--	20.1	-54.7	9	89	56	0	2.9
WORCESTER POLYTECHNIC I (1)	64.6	51.4	45.3	--	--	54.3	6.1	201	9	64	0	14.5

	Prof.	Assoc.	Asst.	Lect.	Inst./ Rank	No Avg.	% Chg.	# of Fac.	% Fem.	% Tnrd.	% 11/12	Avg. Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
MICHIGAN												
<i>Public Institutions</i>												
AA												
ALPENA CC (1)	--	--	--	--	43.7	43.7	2.3	48	23	0	0	9.3
BAY DE NOC CC (1)	--	--	--	--	41.3	41.3	5.7	40	33	95	0	11.9
MOTT CC (1)	--	--	--	--	45.0	45.0	-0.2	178	42	0	0	7.7
DELTA C (1)	54.8	49.2	44.3	34.7	--	45.2	4.6	221	47	73	0	13.0
GLEN OAKS CC (1)	40.6	--	--	28.8	--	39.4	0.0	29	38	100	0	13.4
GOGEBIC CC (1)	40.0	32.1	--	--	--	38.6	1.1	28	25	0	18	11.5
GRAND RAPIDS CC (1)	--	--	--	--	48.5	48.5	5.3	223	35	80	7	18.1
HENRY FORD CC (1)	--	--	--	--	61.4	61.4	14.7	181	37	0	3	17.9
HIGHLAND PARK CC (1)	--	--	--	--	41.1	41.1	--	32	66	0	0	16.6
JACKSON CC (1)	54.5	49.9	45.5	36.5	36.5	48.5	13.9	111	41	86	0	14.9
KALAMAZOO VALLEY CC (1)	--	--	--	--	43.9	43.9	5.5	96	31	86	0	13.2
KELLOGG CC (1)	--	--	--	--	48.5	48.5	5.2	91	46	86	5	14.9
KIRTLAND CC (1)	--	--	--	--	--	--	--	--	--	--	100	--
LAKE MI C (1)	--	--	--	--	35.9	35.9	1.9	66	44	0	0	12.1
LANSING CC (1)	--	--	--	--	--	--	--	--	--	--	100	--
MACOMB CC (1)	--	--	--	--	51.3	51.3	2.1	321	29	97	0	21.7
MID MI CC (1)	--	--	--	--	35.8	35.8	1.5	36	39	97	0	13.2
MONROE COUNTY CC (1)	54.2	51.1	46.9	42.4	--	50.2	5.3	54	22	94	0	16.1
MONTCALM CC (1)	--	--	--	--	39.0	39.0	--	29	38	76	0	13.0
MUSKEGON CC (1)	--	--	--	--	46.0	46.0	5.3	98	34	91	0	13.4
NORTH CENTRAL MI C (1)	46.3	--	--	43.0	--	45.9	4.1	28	32	96	0	15.1
NORTHWESTERN MI C (1)	--	--	--	--	42.3	42.3	7.7	92	29	0	4	14.1
OAKLAND CC (1)	--	--	--	--	48.0	48.0	-3.1	250	37	0	0	10.6
SCHLACRAFT C (1)	--	--	--	--	50.8	50.8	5.3	111	35	0	1	17.4
ST CLAIR COUNTY CC (1)	--	--	--	--	46.6	46.6	6.1	85	34	96	0	14.4
SOUTHWESTERN MI C (1)	--	--	--	--	33.8	33.8	5.7	44	41	0	0	10.9
WASHTENAW CC (1)	--	--	--	--	58.1	58.1	26.9	150	35	97	0	14.1
WAYNE COUNTY CC (1)	--	--	--	--	53.3	53.3	21.3	141	53	0	0	11.7
WEST SHORE CC (1)	45.1	26.8	--	--	--	40.5	-10.4	28	36	75	0	4.2
BAY MILLS CC (1)	--	--	+	+	+	23.7	--	5	20	0	0	8.0
BA+												
FERRIS STATE U (1)	50.8	43.9	38.9	36.5	31.7	43.4	--	457	23	75	9	14.3
GRAND VALLEY STATE U (1)	54.2	45.7	37.0	30.1	--	44.6	--	317	35	58	0	12.5
LAKE SUPERIOR STATE U (1)	48.7	42.7	35.3	25.7	--	40.7	--	107	29	75	1	12.1
U OF MI-DEARBORN (1)	52.6	43.2	38.7	28.6	--	43.4	--	206	27	63	0	12.3
U OF MI-FLINT (1)	56.4	45.1	38.6	30.9	--	43.4	--	177	32	51	4	11.2
NORTHERN MI U (1)	55.4	45.9	34.2	30.0	30.4	45.9	6.7	310	31	66	9	13.4
SAGINAW VALLEY STATE U (1)	49.3	41.6	37.9	28.0	--	43.6	7.2	170	30	75	0	12.7
Doctoral												
CENTRAL MI U (1)	59.5	47.3	39.6	31.1	--	49.3	--	581	25	75	0	15.2
EASTERN MI U (1)	55.4	44.0	38.8	25.3	--	45.5	--	731	39	72	0	12.1
U OF MI-ANN ARBOR (1)	72.7	53.8	44.7	29.8	--	57.6	--	1,765	25	62	10	14.3
MI STATE U (1)	61.2	47.5	39.8	31.0	--	51.9	--	1,218	26	75	35	16.2
MI TECHNOLOGICAL U (1)	60.1	44.3	38.7	31.8	--	45.7	--	308	15	68	4	14.7
OAKLAND U (1)	59.3	49.3	41.3	37.0	--	50.0	--	359	30	71	0	16.4
WAYNE STATE U (1)	65.0	50.5	44.8	32.8	--	51.1	--	768	29	58	16	12.6
WESTERN MI U (1)	58.3	47.2	38.6	26.5	--	47.9	--	650	28	70	8	12.2
<i>Private Institutions</i>												
AA												
LEWIS C OF BUSINESS (1)	--	--	--	--	18.1	18.1	-22.3	11	73	0	0	3.5
GREAT LAKES JR C OF BUSINESS (5)	--	27.3	24.0	18.8	--	24.0	--	52	67	0	0	4.6
SUOMI C (1)	--	--	--	--	33.2	33.2	--	21	62	67	5	7.0
GRT LAKES JR C OF BUSI-MIDLAND (2)	--	--	--	--	--	--	--	--	--	--	--	--
GRT LAKES JR C OF BUSINESS-CARO (2)	--	--	--	--	--	--	--	--	--	--	--	--
GRT LAKES JR C OF BUSINESS-BAY CITY (2)	--	--	--	--	--	--	--	--	--	--	--	--
GRT LAKES JR C OF BUSINESS-BAD AXE (2)	--	--	--	--	--	--	--	--	--	--	--	--

	Prof.	Assoc.	Asst.	Inst./ Lect.	No Rank	Avg.	% Chg.	# of Fac.	% Fem.	% Tnrd.	% 11/12	Avg. Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
BA												
ADRIAN C (1)	43.1	35.1	30.3	24.5	--	37.5	--	65	26	72	0	10.2
ALBION C (1)	53.8	42.7	34.9	33.3	--	45.1	7.8	112	28	69	0	11.4
ALMA C (1)	51.0	39.6	32.1	28.5	--	41.1	4.8	73	25	66	0	10.1
BAKER C OF OWOSSO (1)	--	--	--	--	37.8	37.8	--	8	38	0	0	14.3
BAKER C OF FLINT (1)	--	--	--	--	38.4	38.4	4.3	27	56	0	0	14.2
BLACK FOREST HALL (4)	46.5	37.0	31.6	26.6	+	#	--	48	35	50	0	--
CLEARLY C (4)	46.7	37.0	31.6	26.6	+	#	--	37	35	46	0	--
CONCORDIA C (1)	--	--	--	--	--	--	--	--	--	--	100	--
CTR FOR CREATIVE STUDIES COL OF ART AND DESIGN (1)	38.4	31.1	26.0	20.5	--	34.0	-0.9	50	16	0	0	8.2
DAVENPORT C (1)	--	--	--	--	41.4	41.4	--	44	55	0	0	16.1
DAVENPORT C-KALAMAZOO BRANCH (1)	--	--	--	--	26.2	26.2	24.1	18	72	0	28	12.8
DAVENPORT C LANSING BRANCH (1)	--	--	--	--	21.0	21.0	--	6	83	0	50	10.0
DETROIT C OF BUSINESS (1)	--	--	--	--	33.1	33.1	13.2	25	44	84	0	12.3
DETROIT C OF BUSINESS (1)	--	--	--	--	26.3	26.3	--	10	30	0	0	11.5
DETROIT C OF BUSINESS (1)	--	--	--	--	25.6	25.6	--	6	50	0	14	11.4
GRACE BIBLE C (1)	+	--	25.0	--	--	#	--	5	20	20	0	5.3
HILLSDALE C (4)	--	--	--	--	--	--	--	--	--	--	--	--
HOPE C (1)	50.0	40.6	33.2	--	--	42.3	4.1	165	29	68	1	13.4
JORDAN C (1)	+	--	+	23.3	--	#	5.7	48	60	0	6	3.8
KALAMAZOO C (1)	53.3	42.1	35.5	29.5	--	44.3	3.5	90	32	63	0	11.5
KENDALL C OF ART AND DESIGN (1)	40.1	34.5	29.6	--	--	32.5	--	33	39	73	0	9.5
MI CHRISTIAN C (1)	+	+	19.1	17.2	--	19.0	2.8	15	27	20	17	5.7
BAKER C OF MUSKEGON (1)	--	--	--	--	40.7	40.7	9.0	20	55	0	0	12.0
NORTHWOOD I (1)	35.7	28.9	27.7	27.5	--	30.8	--	29	31	0	0	8.5
OLIVET C (1)	39.5	32.1	29.7	22.8	--	31.6	9.0	40	35	38	0	5.4
ST MARY'S C (1)	--	+	21.4	+	--	22.7	--	11	36	0	0	3.5
SPRING ARBOR C (1)	35.6	31.8	28.0	25.0	--	30.8	1.5	62	26	60	0	6.9
WILLIAM TYNDALE C (1)	--	+	25.7	--	--	#	--	5	20	0	0	8.5
BAKER C OF PORT HURON (1)	--	--	--	--	+	#	--	2	100	0	0	9.5
BA+												
AQUINAS C (1)	37.5	30.2	26.7	20.4	--	31.2	--	87	40	66	0	7.4
CALVIN C (1)	45.7	40.1	36.0	29.3	--	43.1	8.7	225	18	60	0	11.3
CTR FOR HUMANISTIC STUDIES (1)	--	--	--	--	--	--	--	--	--	--	100	--
CRANBROOK ACADEMY OF ART (1)	--	--	--	--	--	--	--	--	--	--	100	--
GMI ENGINEERING AND MGMT I (1)	60.0	46.2	41.0	43.4	--	48.0	7.0	69	20	52	47	11.9
LAWRENCE I OF TECHNOLOGY (4)	51.1	42.0	35.0	28.9	--	41.3	--	139	33	53	9	--
MADONNA U (1)	45.7	37.9	34.2	28.8	--	36.7	--	82	62	4	5	6.9
MARYGROVE C (1)	40.3	34.5	27.5	+	--	#	8.4	47	66	81	0	7.7
REFORMED BIBLE C (1)	--	--	--	--	--	--	--	--	--	--	100	--
SACRED HEART MAJOR SEM (1)	32.2	+	22.4	24.8	--	#	--	12	33	0	0	7.6
SIENA HEIGHTS C (1)	+	34.1	30.1	+	--	31.9	--	58	41	0	0	8.8
WALSH C OF ACCT'G & BUSI ADM (1)	+	48.7	43.2	--	--	#	--	15	33	0	0	14.8
Doctoral												
ANDREWS U (4)	51.1	41.9	35.0	28.5	--	41.2	--	110	35	55	7	--
CALVIN THEOL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
U OF DETROIT MERCY (4)	51.1	41.9	35.0	28.8	--	41.2	--	216	34	53	8	--
WESTERN THEOL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
MINNESOTA												
<i>Public Institutions</i>												
AA												
ALEXANDRIA TECH C (1)	--	--	--	--	37.7	37.7	5.9	76	20	91	10	9.9
ANOKA-RAMSEY CC (1)	--	--	--	--	43.5	43.5	--	69	48	100	0	12.8
AUSTIN CC (1)	--	--	--	--	43.9	43.9	--	26	27	100	0	13.9
BRAINERD CC (1)	--	--	--	--	40.3	40.3	--	40	40	100	0	12.9
DAKOTA COUNTY TECH C (1)	--	--	--	--	37.7	37.7	--	93	34	83	0	11.3
FERGUS FALLS CC (1)	--	--	--	--	42.3	42.3	--	28	43	100	0	13.5
HIBBING CC (1)	--	--	--	--	41.4	41.4	--	39	54	100	0	13.4

	Prof.	Assc.	Asst.	Lect.	Inst./ Rank	No Avg.	% Chg.	# of Fac.	% Fem.	% Tnrd.	% 11/12	Avg. Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
INVER HILLS CC (1)	--	--	--	--	42.3	42.3	--	73	48	100	0	12.7
ITASCA CC (1)	--	--	--	--	40.1	40.1	--	32	47	100	0	13.0
LAKEWOOD CC (1)	--	--	--	--	43.7	43.7	--	79	37	100	0	12.9
MESABI CC (1)	--	--	--	--	43.2	43.2	--	30	30	100	0	13.8
U OF MN CROOKSTON (1)	+	41.0	35.8	+	--	37.7	8.5	31	32	84	23	12.2
U OF MN WASECA (4)	--	--	--	--	--	--	--	--	--	--	100	--
MINNEAPOLIS CC (1)	--	--	--	--	43.3	43.3	--	67	51	100	0	12.8
NORTH HENNEPIN CC (1)	--	--	--	--	44.3	44.3	--	88	48	100	0	13.1
NORMDALE CC (1)	--	--	--	--	44.0	44.0	--	145	48	100	0	13.0
NORTHLAND CC (1)	--	--	--	--	42.4	42.4	--	14	36	100	0	13.3
RAINY RIVER CC (1)	--	--	--	--	40.1	40.1	--	19	37	100	0	13.4
ROCHESTER CC (1)	--	--	--	--	42.8	42.8	--	81	46	100	0	13.5
ST PAUL TECH C (1)	--	--	--	--	45.2	45.2	--	115	36	87	0	--
NW TECH C-THIEF RIVER FALLS (4)	+	+	+	+	34.0	34.9	--	18	44	28	14	--
VERMILION CC (1)	--	--	--	--	42.0	42.0	--	21	33	100	0	13.4
HUTCHINSON/WILLMAR TECH C-												
WILLMAR CAM (4)	44.6	38.2	32.5	28.6	34.0	35.0	--	35	37	34	15	--
WILLMAR CC (1)	--	--	--	--	42.4	42.4	--	32	28	100	0	13.4
RED WING/WINONA TECH C-												
WINONA CAMPUS (4)	+	+	+	+	34.2	35.2	--	15	40	27	17	--
WORTHINGTON CC (1)	--	--	--	--	43.5	43.5	--	21	33	100	0	13.8
ANOKA-RAMSEY CC-CAMBRIDGE (1)	--	--	--	--	41.2	41.2	--	13	34	100	0	13.0
BA												
U OF MN MORRIS (1)	53.6	39.0	33.2	29.8	--	38.7	7.0	113	34	50	0	12.4
SW STATE U (1)	52.2	42.3	35.6	+	--	#	--	115	20	80	0	13.8
BA+												
BEMIDJI STATE U (1)	51.1	39.6	34.4	25.8	--	42.3	6.1	201	29	67	1	11.5
MANKATO STATE U (1)	52.2	44.3	36.5	27.5	--	44.5	4.8	535	32	64	0	11.7
METROPOLITAN STATE U (1)	52.5	41.5	36.3	29.6	--	42.0	4.8	67	52	52	0	9.9
MOORHEAD STATE U (1)	52.2	42.5	34.8	26.4	--	42.9	5.8	321	31	66	0	11.8
ST CLOUD STATE U (1)	52.0	41.9	35.6	27.4	--	44.1	7.0	576	31	65	0	12.7
WINONA STATE U (1)	52.1	42.7	35.4	25.9	--	41.8	2.2	326	39	55	0	10.7
Doctoral												
U OF MN TWIN CITIES (1)	67.6	47.6	42.5	43.5	+	#	5.2	1,232	22	79	21	15.9
U OF MN DULUTH (1)	56.4	45.1	38.7	33.2	--	46.3	5.2	261	27	72	10	14.0
<i>Private Institutions</i>												
AA												
BETHANY LUTHERAN C (1)	--	--	--	--	--	--	--	--	--	--	100	--
NEI C OF TECHNOLOGY (1)	--	--	--	--	--	--	--	--	--	--	100	--
C OF ST CATHERINE-ST MARY'S (1)	+	+	30.5	27.9	--	31.1	--	39	87	10	11	6.5
BA												
APOSTOLIC BIBLE I INC (4)	+	--	--	--	--	#	--	1	0	100	0	--
BETHANY C OF MISSIONS (4)	+	+	+	--	--	36.8	--	6	33	67	0	--
CARLETON C (1)	60.5	47.3	38.9	32.0	--	50.1	3.4	154	31	61	0	13.1
CONCORDIA C AT MOORHEAD (1)	51.1	41.6	34.5	30.6	--	40.3	4.2	163	33	58	2	7.9
DR MARTIN LUTHER C (1)	--	--	--	--	--	--	--	--	--	--	100	--
GUSTAVUS ADOLPHUS C (1)	47.5	39.2	32.9	29.0	--	39.6	--	160	28	68	0	10.9
MACALESTER C (1)	61.3	47.1	37.3	33.4	--	49.1	2.2	126	37	62	0	11.9
MINNEAPOLIS C OF ART AND DESIGN (1)	39.3	32.4	26.9	--	--	33.6	3.2	42	40	12	0	7.4
MN BIBLE C (1)	--	--	--	--	--	--	--	--	--	--	100	--
NORTH CENTRAL BIBLE C (1)	34.7	29.6	25.7	26.4	--	28.3	12.7	36	25	0	0	6.6
NORTHWESTERN C (1)	36.9	34.0	30.1	+	--	+	2.9	54	22	0	5	9.3
OAK HILLS BIBLE C (1)	--	--	--	--	+	+	--	1	0	0	80	5.7
PILLSBURY BAPTIST BIBLE C (1)	+	21.1	19.3	16.3	+	+	1.1	23	17	0	0	5.2
C OF ST BENEDICT (1)	44.8	37.1	31.1	27.1	+	+	--	128	60	62	0	15.8
ST OLAF C (1)	53.9	41.0	34.2	28.6	--	43.2	4.0	230	33	73	0	9.9
CROWN C (1)	13.2	17.4	+	21.1	--	+	--	23	17	52	34	19.2
C OF ASSOCIATED ARTS (1)	--	+	+	--	--	27.5	--	3	67	0	63	6.6
NAES/TWIN CITIES (4)	44.3	35.5	30.3	25.9	--	35.3	--	43	37	49	2	--

	Prof. (\$)	Assc. (\$)	Asst. (\$)	Lect. (\$)	Inst./ No Rank	Avg. (\$)	% Chg. %	# of Fac. (#)	% Fem. %	% Tnrd. %	% 11/12 Bene. %	Avg. (\$)
BA+												
AUGSBURG C (1)	41.8	33.6	30.2	23.0	--	34.2	--	129	47	47	0	8.8
BETHEL C (1)	41.2	34.1	30.3	26.2	--	35.5	7.3	105	26	58	0	11.3
CONCORDIA C (1)	--	--	--	--	--	--	--	--	--	--	100	--
HAMLIN U (1)	54.5	44.5	33.0	26.0	--	46.1	5.7	113	36	66	3	12.0
ST JOHN'S U (1)	47.9	39.8	32.9	28.3	--	39.2	-0.8	129	24	65	0	11.3
ST MARY'S C OF MN (1)	45.5	37.8	28.0	+	--	#	1.4	79	20	57	0	8.2
C OF ST SCHOLASTICA (1)	44.5	38.2	32.4	28.2	--	34.1	2.3	101	55	31	0	8.1
C OF ST CATHERINE-ST CATHERINE (1)	41.8	37.0	31.6	24.2	--	34.7	4.9	125	66	55	0	6.7
Doctoral												
BETHEL THEOL SEM (1)	55.2	+	+	--	--	53.9	-0.4	17	6	76	0	13.2
CENTRAL BAPTIST THEOL SEM (4)	--	--	--	--	--	--	--	--	--	--	100	--
LUTHER NW THEOL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
U OF ST THOMAS (1)	56.0	42.3	35.3	32.0	--	39.5	3.4	295	31	51	0	10.2
UNITED THEOL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
MISSISSIPPI												
<i>Public Institutions</i>												
AA												
COAHOMA CC (1)	--	--	--	--	23.0	23.0	-6.3	30	53	0	50	4.2
COPIAH-LINCOLN JR C-NATCHEZ (2)	--	--	--	--	--	--	--	--	--	--	--	--
COPIAH-LINCOLN JR C (5)	--	--	--	--	26.6	26.6	7.2	83	49	0	0	6.1
EAST CENTRAL CC (1)	--	--	--	--	25.1	25.1	--	45	36	0	12	5.7
EAST MS CC (1)	--	--	--	--	22.7	22.7	-4.2	18	56	0	70	5.3
HINDS CC-UTICA CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
HINDS CC-JACKSON CAMPUS-NAHC (2)	--	--	--	--	--	--	--	--	--	--	--	--
HINDS CC-RAYMOND CAMPUS (5)	--	--	--	--	28.9	28.9	--	375	62	0	4	6.9
HINDS CC - RANKIN CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
HINDS CC-VICKSBURG/WARREN CO. (2)	--	--	--	--	--	--	--	--	--	--	--	--
HOLMES CC (1)	--	--	--	--	23.5	23.5	-0.4	69	70	0	32	5.5
ITAWAMBA CC (1)	--	--	--	--	29.1	29.1	3.5	73	62	0	43	6.5
JONES COUNTY JR C (1)	--	--	--	--	33.0	33.0	1.0	112	56	0	26	7.6
MERIDIAN CC (1)	--	--	--	--	29.7	29.7	5.9	50	70	0	50	6.9
MS DELTA CC (1)	--	--	--	--	30.2	30.2	4.3	52	75	0	50	6.3
MS GULF COAST CC (1)	--	--	--	--	28.2	28.2	2.8	262	57	0	16	6.8
NE MS COMMUNITY C (1)	--	--	--	--	31.2	31.2	5.8	90	71	0	22	6.5
NW MS CC (1)	--	--	--	--	29.6	29.6	--	132	61	0	13	6.6
PEARL RIVER CC (1)	--	--	--	--	26.9	26.9	7.0	101	57	0	16	5.4
SW MS CC (1)	--	--	--	--	28.9	28.9	-1.9	39	69	0	26	6.0
BA+												
ALCORN STATE U (1)	36.8	32.9	29.7	21.9	--	27.6	10.1	130	45	23	18	7.0
MS U FOR WOMEN (1)	38.1	31.3	29.2	25.2	--	30.6	6.8	88	58	42	20	7.5
MS VALLE, STATE U (1)	32.4	29.5	25.8	23.6	--	27.1	2.7	83	36	37	13	7.6
Doctoral												
DELTA STATE U (1)	38.3	31.6	29.3	24.7	--	31.8	8.4	154	39	31	10	7.3
JACKSON STATE U (1)	40.0	36.0	32.1	25.7	--	33.4	6.9	272	38	44	13	6.9
U OF MS MAIN CAMPUS (1)	50.4	39.8	37.4	25.8	--	41.2	7.1	344	22	52	19	9.0
U OF MS MEDICAL CTR (1)	--	--	--	--	--	--	--	--	--	--	100	--
MS STATE U (1)	50.5	41.5	37.8	23.5	--	42.1	--	369	24	55	45	8.7
U OF SOUTHERN MS (1)	54.1	41.4	35.7	26.4	--	42.1	6.8	498	34	58	10	8.0
<i>Private Institutions</i>												
AA												
CLARKE C (3)	--	--	--	--	--	--	--	--	--	--	--	--
MARY HOLMES C (4)	--	26.1	+	23.1	--	#	--	18	50	0	25	--
WOOD JR C (1)	21.3	20.0	19.1	17.0	--	18.9	--	21	71	29	0	3.6
BA												
BELHAVEN C (1)	34.1	30.5	28.7	+	--	#	5.0	30	33	43	0	4.2
BLUE MOUNTAIN C (1)	27.6	24.5	23.4	22.6	--	24.6	3.3	26	54	31	0	5.4
MAGNOLIA BIBLE C (1)	--	--	--	--	--	--	--	--	--	--	100	--
RUST C (1)	28.0	29.0	24.0	25.6	--	25.7	9.7	58	36	16	0	2.6

	Prof. (\$)	Assc. (\$)	Asst. (\$)	Inst./ Lect. (\$)	No Rank (\$)	Avg. (\$)	Chg. %	# of Fac. (#)	% Fem. %	% Tnrd. %	% 11/12 %	Avg. Bene. (\$)
SOUTHEASTERN BAPTIST C (4)	--	--	--	--	--	--	--	--	--	--	--	--
TOUGALOO C (1)	32.0	--	23.6	20.7	--	25.3	40.4	53	40	43	0	4.9
WESLEY C (1)	--	--	14.8	--	--	14.8	--	3	67	0	0	1.5
BA+												
MILLSAPS C (1)	49.8	38.6	32.4	23.4	--	39.3	3.8	83	34	59	0	9.0
MS C (4)	49.9	38.8	32.3	25.3	--	39.4	--	134	33	51	15	--
WESLEY BIBLICAL SEM (1)	--	+	--	--	--	#	--	1	0	0	80	2.4
WILLIAM CAREY C (1)	28.8	25.6	26.6	24.6	--	26.4	--	42	50	10	39	5.6
Doctoral												
JACKSON C OF MINISTRIES (4)	+	+	+	--	--	33.1	--	4	25	50	0	--
REFORMED THEOL SEM (5)	49.1	45.0	+	--	--	#	--	19	5	0	0	11.4
MISSOURI												
<i>Public Institutions</i>												
AA												
CROWDER C (1)	--	--	--	--	24.1	24.1	-5.9	36	33	0	37	4.8
EAST CENTRAL C (1)	--	--	--	--	31.1	31.1	1.0	58	38	74	0	6.1
JEFFERSON C (1)	41.2	33.4	29.8	27.6	--	35.0	--	93	44	67	11	6.2
LONGVIEW CC (1)	--	--	--	--	35.9	35.9	0.6	87	37	59	7	7.9
MAPLE WOODS CC (1)	--	--	--	--	39.0	39.0	4.0	50	28	74	9	8.2
MINERAL AREA C (1)	--	--	--	--	26.0	26.0	--	45	56	0	8	5.1
MOBERLY AREA CC (1)	--	--	--	--	26.5	26.5	--	31	61	29	9	4.6
PENN VALLEY CC (1)	--	--	--	--	37.3	37.3	1.0	81	54	56	4	8.0
ST LOUIS CC-Forest Park (1)	48.9	42.3	35.8	31.2	--	43.6	--	397	42	0	0	8.1
SW MO STATE U WEST PLAINS (1)	--	38.4	30.5	24.5	--	31.8	-0.0	18	56	56	5	7.1
STATE FAIR CC (4)	--	--	--	--	28.3	--	--	45	38	0	15	--
THREE RIVERS CC (1)	--	--	--	--	26.6	26.6	--	53	43	51	0	4.9
NORTH CENTRAL MO C (1)	--	--	--	--	29.4	29.4	4.6	19	53	63	14	5.7
ST CHARLES COUNTY CC (1)	+	32.9	29.0	24.7	--	#	4.5	53	53	0	4	5.8
BA												
HARRIS-STOWE STATE C (1)	34.5	29.4	30.2	26.2	--	30.3	--	37	57	62	0	7.1
MO SOUTHERN STATE C (1)	48.2	39.8	33.6	28.9	--	38.1	--	178	25	59	6	8.4
MO WESTERN STATE C (1)	45.5	37.5	32.3	25.4	--	36.9	--	159	35	63	2	8.6
BA+												
CENTRAL MO STATE U (1)	49.5	42.1	36.2	25.2	--	40.4	2.4	409	32	64	8	9.2
LINCOLN U (1)	39.3	33.6	29.5	24.1	--	30.6	2.2	115	43	34	0	7.1
NE MO STATE U (1)	49.2	40.2	33.6	27.4	--	37.5	0.6	332	31	49	1	8.5
NW MO STATE U (1)	48.8	37.6	33.0	24.9	--	35.9	4.2	228	31	40	2	7.9
SE MO STATE U (1)	47.3	40.6	34.2	28.2	--	39.0	--	385	32	62	1	8.1
SW MO STATE U (1)	49.4	41.0	35.7	24.6	+	#	--	597	28	64	7	8.5
Doctoral												
U OF MO-COLUMBIA (1)	57.1	42.1	39.1	28.4	--	45.8	6.1	642	24	62	27	8.6
U OF MO-KS CITY (1)	53.6	42.0	35.8	31.7	--	44.9	5.4	275	25	75	35	8.5
U OF MO-ROLLA (1)	62.5	48.3	43.3	+	--	#	12.8	234	7	73	9	10.1
U OF MO-ST LOUIS (1)	55.0	43.4	39.4	46.4	--	44.6	6.9	253	32	60	15	8.4
<i>Private Institutions</i>												
AA												
BURGE SCHL NURSING OF THE LESTER E COX MED CT (4)	--	--	--	--	+	#	--	2	50	0	0	--
COTTEY C (1)	38.7	32.9	26.9	--	--	32.1	1.7	32	56	66	0	7.6
KEMPER MILITARY SCHL AND C (1)	--	--	--	--	21.3	21.3	--	9	33	0	0	1.6
RANKEN TECH C (1)	--	--	--	--	--	--	--	--	--	--	100	--
ST LOUIS CONSERVATORY/ SCHLS FOR THE ARTS (4)	--	--	--	--	--	--	--	--	--	--	--	--
ST JOHNS REGL HEALTH CTR- SCH OF RAD TECH (1)	--	--	--	--	--	--	--	--	--	--	100	--
WENTWORTH MILITARY ACADEMY (1)	--	--	--	--	24.5	24.5	--	5	20	0	0	4.7
BA												
CENTRAL CHRISTIAN C OF THE BIBLE (1)	27.5	--	--	--	--	27.5	4.8	6	0	0	0	4.9
CENTRAL BIBLE C (1)	--	--	--	--	--	--	--	--	--	--	100	--

	Prof.	Assoc.	Asst.	Inst./ Lect.	No Rank	Avg.	Chg.	# of Fac.	% Fem.	% Tnrd.	% 11/12	Avg. Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
CENTRAL METHODIST C (1)	38.9	33.1	25.5	20.9	--	30.2	2.8	51	43	47	4	6.2
COLUMBIA C (1)	36.1	29.8	26.3	23.1	--	28.7	--	45	31	40	0	6.4
CULVER-STOCKTON C (1)	37.7	33.4	29.1	--	--	32.9	2.4	44	16	55	4	6.3
DEACONESS C OF NURSING (1)	--	--	31.9	26.7	--	#	5.3	19	100	0	10	2.9
HANNIBAL-LAGRANGE C (1)	29.8	28.7	25.0	23.4	--	26.1	6.8	39	49	0	0	5.9
KS CITY ART I (1)	43.6	35.8	30.1	25.5	--	35.6	0.9	48	27	56	0	6.9
MO BAPTIST C (1)	--	--	--	--	--	#	--	2	0	0	92	4.4
MO VALLEY C (1)	33.5	31.3	26.2	24.6	--	28.6	--	40	30	10	33	4.9
OZARK CHRISTIAN C (4)	44.4	35.5	30.3	25.9	--	34.9	--	31	39	45	3	--
OZARK BIBLE I (4)	44.0	35.6	30.3	--	--	35.7	--	13	38	54	0	--
C OF THE OZARKS (1)	43.2	37.7	34.0	28.0	--	38.3	--	78	28	73	0	8.6
RESEARCH C OF NURSING (1)	--	--	35.1	30.2	--	34.4	18.4	34	100	0	0	4.5
ST LOUIS CHRISTIAN C (4)	--	--	--	--	--	--	--	--	--	--	100	--
STEPHENS C (1)	--	--	--	--	27.8	27.8	--	61	51	64	3	7.8
WESTERN BAPTIST BIBLE C (4)	--	--	--	--	--	--	--	--	--	--	--	--
WESTMINSTER C (1)	43.4	37.1	29.2	26.7	--	36.7	0.9	50	26	70	0	8.2
WILLIAM JEWELL C (1)	40.2	32.5	29.5	23.3	--	34.8	--	86	38	73	3	10.3
WILLIAM WOODS C (1)	34.9	28.4	27.1	23.3	--	29.3	--	43	53	7	7	7.5
BA+												
ASSEMBLIES OF GOD THEOL (1)	35.3	31.9	--	--	--	#	--	10	0	30	0	5.3
AVILA C (1)	35.1	33.3	28.2	26.4	--	30.5	11.5	50	60	0	0	5.5
BAPTIST BIBLE C (1)	--	--	--	--	--	--	--	--	--	--	100	--
CALVARY BIBLE C (1)	--	--	--	--	--	--	--	--	--	--	100	--
CHRISTIAN OUTREACH SCHL OF MINISTRIES (4)	--	--	--	--	--	--	--	--	--	--	--	--
CONCEPTION SEM C (1)	--	--	--	--	30.2	30.2	2.4	6	0	0	0	5.2
DRURY C (1)	45.0	37.4	32.9	26.7	--	37.3	--	79	27	47	4	8.0
FONTBONNE C (1)	34.8	29.1	25.5	23.9	--	27.9	7.0	44	57	43	0	4.9
LINDENWOOD C (1)	38.1	32.6	29.9	--	--	32.0	--	42	48	0	50	4.8
MARYVILLE U OF ST LOUIS (1)	44.6	37.0	28.6	26.5	--	34.1	--	52	62	42	36	6.6
PARK C (1)	33.5	28.2	26.0	27.4	--	28.9	--	32	44	44	20	4.5
ROCKHURST C (1)	41.1	39.2	31.8	22.8	--	35.7	--	90	30	63	6	6.5
ST LOUIS C OF PHARMACY (1)	48.7	42.9	38.5	--	--	#	0.1	19	53	47	55	7.4
SW BAPTIST U (4)	34.2	27.3	29.0	22.5	--	28.4	--	77	32	47	20	--
Doctoral												
CLAYTON U (4)	--	--	--	--	--	#	--	1	0	100	0	--
CONCORDIA SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
COVENANT THEOL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
EDEN THEOL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
LOGAN C OF CHIROPRACTIC (1)	--	--	--	--	--	--	--	--	--	--	100	--
MIDWESTERN BAPTIST THEOL (1)	--	--	--	--	--	--	--	--	--	--	100	--
NAZARENE THEOL SEM (1)	36.0	34.3	--	--	--	#	2.0	15	0	67	0	14.9
ST LOUIS U MAIN CAMPUS (1)	62.7	45.3	39.4	24.7	--	48.4	--	313	27	65	17	9.8
ST PAUL SCHL OF THEOLOGY (1)	46.0	--	29.7	--	--	#	--	11	36	36	15	6.4
WA U (1)	71.4	49.2	43.3	28.0	--	56.1	--	511	23	62	16	12.1
WEBSTER U (1)	49.0	39.9	31.9	28.2	--	38.1	--	95	54	60	11	9.6

MONTANA*Public Institutions***AA**

DAWSON CC (1)	--	--	--	--	27.2	27.2	3.9	21	43	33	0	7.0
FLATHEAD VALLEY CC (1)	--	--	--	--	32.6	32.6	4.2	31	23	81	0	8.7
FORT BELKNAP C (1)	--	--	--	--	14.6	14.6	--	9	67	0	0	3.4
FORT PECK CC (4)	--	--	--	--	30.4	30.4	--	4	50	50	0	--
LITTLE BIG HORN C (1)	--	--	--	--	23.6	23.6	--	11	36	0	0	0.0
MILES CC (1)	--	--	--	--	27.1	27.1	5.7	20	50	0	9	9.1
STONE CHILD C (1)	--	--	--	--	23.4	23.4	--	9	44	0	0	3.8

BA

WESTERN MT C U OF MT (1)	39.0	33.4	29.3	24.4	--	31.5	9.9	44	39	39	0	7.1
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	Prof. (\$)	Assc. (\$)	Asst. (\$)	Lect. (\$)	Inst./ No Rank	Avg. (\$)	% Chg. %	# of Fac. (#)	% Fem. %	% Tnrd. %	% 11/12 Bene. %	Avg. (\$)
BA+												
EASTERN MT C (1)	41.0	36.4	28.8	20.9	--	34.7	8.0	138	32	57	0	7.8
MT C OF MINERAL SCI & TECH (1)	48.3	41.6	33.3	25.1	--	41.5	5.1	85	13	65	0	8.9
NORTHERN MT C (1)	39.9	34.0	30.4	26.9	--	32.7	12.4	73	22	41	3	7.5
Doctoral												
MT STATE U (1)	49.5	40.4	35.5	27.7	--	40.1	2.4	410	30	55	15	8.6
U OF MT (1)	45.4	36.5	33.2	24.7	--	39.5	9.4	349	26	61	4	7.4
<i>Private Institutions</i>												
AA												
BLACKFEET CC (1)	--	--	--	--	--	--	--	--	--	--	100	--
DULL KNIFE MEMORIAL C (1)	--	--	--	--	22.7	22.7	3.2	10	50	0	0	5.3
SALISH KOOTENAI CC (1)	--	--	--	--	--	--	--	--	--	--	100	--
BA												
CARROLL C (1)	37.6	32.5	27.4	--	--	31.6	3.5	58	34	66	0	7.5
MOUNTAIN STATES BAPTIST C (1)	--	--	--	--	--	#	--	1	0	100	50	1.1
ROCKY MOUNTAIN C (1)	33.5	27.6	23.7	--	--	#	7.2	40	28	57	0	5.7
BA+												
C OF GREAT FALLS (1)	33.1	28.3	23.6	22.1	--	27.2	5.5	39	28	49	0	6.1

NEBRASKA

Public Institutions

AA

CENTRAL CC-GRAND ISLAND (1)	--	--	--	--	25.1	25.1	11.4	38	68	0	71	8.0
CENTRAL CC-HASTINGS CAMPUS (4)	44.6	38.2	32.5	28.6	34.1	35.0	--	38	37	34	16	--
CENTRAL CC-PLATTE-DEGREE DIV (4)	44.7	38.1	32.3	28.6	34.0	35.0	--	51	39	31	15	--
MCCOOK CC (2)	--	--	--	--	--	--	--	--	--	--	--	--
METROPOLITAN CC AREA (1)	--	--	--	--	32.2	32.2	15.0	114	44	0	8	8.6
MID PLAINS CC (5)	--	--	--	--	31.8	31.8	4.9	57	28	41	29	9.5
NE INDIAN CC (1)	--	--	--	--	19.9	19.9	--	6	50	0	25	3.5
NE CC (1)	--	--	--	--	30.6	30.6	7.9	86	26	0	0	10.0
SE CC BEATRICE (2)	--	--	--	--	--	--	--	--	--	--	--	--
SE CC LINCOLN CAMPUS (5)	--	--	--	--	30.1	30.1	2.2	29	48	0	87	9.6
SE CC MILFORD CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
NE C OF TECH AGRICULTURE (1)	--	--	--	25.7	--	25.7	--	3	100	0	84	7.3
WESTERN NE CC (1)	--	--	--	--	30.7	30.7	11.9	57	12	0	17	10.4

BA+

CHADRON STATE C (1)	48.1	39.8	33.7	25.4	--	38.1	0.8	92	24	49	0	8.2
U OF NE AT KEARNEY (1)	51.0	43.2	36.1	27.7	--	#	6.1	307	28	55	1	8.5
U OF NE AT OMAHA (1)	52.2	43.9	41.3	26.8	--	44.9	6.4	390	26	65	2	9.5
PERU STATE C (1)	50.8	40.6	34.5	26.3	--	37.7	-2.3	43	4	58	10	8.7
WAYNE STATE C (1)	48.2	40.9	32.7	27.0	--	38.4	6.9	114	32	49	8	8.5

Doctoral

U OF NE MEDICAL CTR (1)	--	34.9	34.5	23.7	--	#	3.1	92	47	23	49	7.8
U OF NE AT LINCOLN (1)	66.1	46.8	41.9	25.9	--	51.9	3.9	748	21	59	34	10.4

Private Institutions

BA

DANA C (1)	31.5	28.6	25.8	22.6	--	27.9	3.8	32	31	84	0	6.6
GRACE C OF THE BIBLE (1)	--	--	--	--	--	#	--	2	50	0	75	6.2
NE METHODIST C OF NURS & ALLIED HEALTH (1)	--	--	31.8	30.6	--	#	--	23	87	0	4	4.2
MIDLAND LUTHERAN C (1)	35.5	33.5	27.4	22.6	--	29.2	1.2	51	37	61	0	7.0
NE CHRISTIAN C (1)	--	--	--	--	--	--	--	--	--	--	100	--
NE WESLEYAN U (1)	44.1	36.6	31.3	29.4	--	38.2	2.0	84	32	63	2	8.5
PLATTE VALLEY BIBLE C (1)	--	--	--	--	--	#	--	1	100	100	75	--
C OF ST MARY (1)	34.5	30.8	28.7	23.7	--	28.8	1.7	40	73	0	0	5.8
UNION C (1)	31.7	30.7	29.2	--	--	#	4.2	20	35	35	48	6.2
YORK C (1)	26.6	26.3	21.3	--	--	#	6.3	22	27	36	0	3.2

BA+

BELLEVUE C (1)	35.8	31.9	26.4	--	--	29.8	9.2	36	33	0	10	5.6
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	Prof. (\$)	Assc. (\$)	Asst. (\$)	Inst./ Lect. (\$)	No Rank (\$)	Avg. (\$)	% Chg. %	# of Fac. (#)	% Fem. %	% Tnrd. %	% 11/12 %	Avg. Bene. (\$)
CLARKSON C (1)	+	39.1	36.1	34.4	---	#	3.2	22	91	0	15	--
BRYAN MEM HOSP SCHL OF NURSE ANESTHESIA (1)	--	--	--	--	--	--	--	--	--	--	100	--
CONCORDIA TEACHERS C (1)	--	--	--	--	--	--	--	--	--	--	100	--
DOANE C (1)	49.6	44.9	37.7	31.8	--	41.9	21.4	55	31	44	0	7.1
HASTINGS C (1)	39.9	34.4	28.5	+	--	#	5.3	67	25	48	0	7.2
Doctoral												
CREIGHTON U (1)	61.8	43.4	33.3	25.3	--	41.9	1.9	253	31	59	26	8.7
NEVADA												
<i>Public Institutions</i>												
AA												
CC OF SOUTHERN NV (1)	45.4	--	--	34.5	--	39.5	--	145	33	46	12	7.2
NORTHERN NV CC (1)	37.5	--	--	--	--	37.5	3.9	27	41	44	4	6.6
TRUCKEE MEADOWS CC (1)	--	--	--	--	38.9	38.9	2.3	74	42	58	13	7.1
WESTERN NV CC (1)	--	--	--	--	38.6	38.6	-1.8	61	44	49	5	7.3
Doctoral												
U OF NV-LAS VEGAS (1)	59.8	48.3	39.4	29.3	--	45.3	--	551	27	48	7	8.0
U OF NV-RENO (1)	63.6	47.4	39.2	33.4	--	49.9	2.4	351	26	62	13	7.9
<i>Private Institutions</i>												
AA												
DEEP SPRINGS C (4)	--	--	--	--	--	--	--	--	--	--	--	--
BA+												
SIERRA NV C (1)	+	+	+	23.8	--	32.9	--	9	11	0	10	7.1
NEW HAMPSHIRE												
<i>Public Institutions</i>												
AA												
NH TECH I (1)	38.2	33.2	27.3	+	--	#	8.5	65	54	0	32	10.9
NH TECH C AT BERLIN (1)	36.5	31.8	+	--	--	#	--	22	32	0	29	10.4
NH TECH C AT CLAREMONT (1)	36.4	32.1	--	--	--	33.7	--	16	50	0	57	10.1
NH TECH C AT LACONIA (1)	41.4	28.9	+	--	--	#	--	16	25	0	27	11.5
NH TECH C AT MANCHESTER (1)	36.5	33.9	+	--	--	#	--	37	38	0	26	10.6
NH TECH C AT NASHUA (1)	37.5	37.5	30.9	--	--	36.7	--	26	35	0	16	11.0
NH TECH C AT STRATHAM (1)	38.1	+	30.1	--	--	#	--	27	52	0	10	11.1
BA												
U OF NH AT MANCHESTER (4)	55.4	44.4	37.0	+	--	#	--	20	30	70	0	--
BA+												
KEENE STATE C (4)	52.4	43.1	36.6	28.1	--	43.3	--	150	31	67	6	--
PLYMOUTH STATE C (1)	48.5	38.5	32.8	28.3	+	#	3.3	162	27	71	0	11.2
Doctoral												
U OF NH-MAIN CAMPUS (4)	63.3	46.8	39.4	28.5	--	50.5	--	525	26	69	13	--
<i>Private Institutions</i>												
AA												
CASTLE C (1)	--	--	--	--	23.6	23.6	16.7	7	86	0	22	3.2
WHITE PINES C (1)	--	--	--	--	16.7	16.7	--	3	33	0	0	1.6
BA												
COLBY-SAWYER C (4)	42.2	34.4	28.6	+	--	#	--	34	53	41	0	--
DANIEL WEBSTER C (1)	+	37.6	32.4	+	--	33.9	3.8	19	21	0	17	8.8
FRANKLIN PIERCE C (1)	44.6	37.1	31.0	27.8	--	37.7	12.4	75	29	0	0	11.6
MAGDALEN C (4)	--	--	--	--	--	--	--	--	--	--	100	--
ST ANSELM C (1)	49.8	39.1	32.7	27.5	+	#	--	111	32	48	2	8.4
THOMAS MORE C OF LIBERAL ARTS (1)	60.5	43.3	35.3	+	37.6	#	--	44	34	45	12	--
BA+												
FRANKLIN PIERCE LAW CTR (1)	72.8	--	--	--	--	72.8	--	22	27	82	0	10.8
NEW ENGLAND C (1)	41.8	33.3	26.2	+	--	#	3.2	63	35	11	0	8.4
NH C (1)	48.7	40.2	34.7	30.4	--	42.0	6.2	78	29	5	5	13.3
NOTRE DAME C (1)	31.0	27.8	22.8	26.4	--	25.2	14.7	35	77	0	5	4.1
RIVIER C (1)	46.1	35.7	32.2	31.8	--	35.9	2.8	53	58	40	12	6.8

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Lect. (\$)	Inst./ No Rank (\$)	Avg. (\$)	% Chg. %	# of Fac. (#)	% Fem. %	% Tnrd. %	% 11/12 Bene. %	Avg. (\$)
Doctoral												
DARTMOUTH C (1)	76.4	51.8	41.4	34.2	--	59.4	--	365	26	65	0	15.5
ANTIOCH NEW ENGLAND GRAD SCHL (1)	--	--	--	--	--	--	--	--	--	--	100	--
NEW JERSEY												
Public Institutions												
AA												
ATLANTIC CC (1)	51.9	49.3	37.8	+	--	#	--	77	48	75	0	15.7
BERGEN CC (1)	65.5	56.0	41.9	28.3	--	52.2	--	215	45	80	0	--
BROOKDALE CC (1)	58.8	45.9	39.0	31.0	--	45.9	--	182	51	75	0	22.8
BURLINGTON COUNTY C (1)	54.4	53.7	43.8	33.5	--	49.5	5.1	71	35	92	0	--
CAMDEN COUNTY C (1)	59.6	53.4	41.4	+	--	#	1.1	113	41	73	13	16.5
COUNTY C OF MORRIS (1)	55.4	46.5	37.8	31.1	--	45.7	1.2	194	44	82	0	12.6
CUMBERLAND COUNTY C (1)	+	44.1	35.7	30.4	--	#	3.5	39	41	67	5	13.1
ESSEX COUNTY C (1)	--	--	--	--	--	--	--	--	--	--	100	--
GLOUCESTER COUNTY C (1)	55.3	51.8	49.9	41.4	--	50.2	5.2	69	33	87	0	17.5
HUDSON COUNTY CC (1)	46.5	38.1	37.1	29.8	--	35.0	--	42	33	57	0	10.5
MERCER COUNTY CC (1)	52.2	46.1	36.2	29.2	--	43.8	7.9	109	39	86	10	13.4
MIDDLESEX COUNTY C (1)	61.9	55.2	47.1	27.6	--	47.0	2.3	224	46	67	0	11.3
OCEAN COUNTY C (1)	63.0	56.5	40.5	31.8	--	46.9	7.2	121	46	64	0	12.8
PASSAIC COUNTY CC (1)	58.4	46.3	35.7	29.5	--	38.3	8.5	61	66	57	0	10.6
SALEM CC (1)	+	47.2	38.5	32.7	28.3	#	--	27	52	67	0	12.0
RARITAN VALLEY CC (1)	56.8	47.6	39.4	30.9	--	45.5	6.1	90	48	76	0	13.8
UNION COUNTY C (1)	58.6	47.3	37.7	29.4	--	46.0	--	169	49	85	0	10.3
WARREN COUNTY CC (1)	--	+	29.5	26.6	--	#	--	12	58	0	0	4.4
SUSSEX COUNTY CC COMMISSION (1)	--	--	32.3	21.8	--	27.3	--	29	66	0	0	10.2
BA												
RAMAPO C OF NJ (1)	62.6	51.1	40.5	--	--	51.8	-0.4	130	32	81	1	15.0
STOCKTON STATE C (1)	64.0	49.8	38.2	31.9	--	48.7	1.9	174	34	66	0	11.2
BA+												
ROWAN C OF NJ (1)	64.1	51.4	40.1	--	--	50.9	-1.3	286	31	83	0	8.1
JERSEY CITY STATE C (1)	63.4	51.8	39.7	+	--	#	-3.4	241	39	74	0	14.3
MONTCLAIR STATE C (1)	63.2	51.2	40.7	31.2	--	51.9	0.9	420	38	78	0	13.9
RUTGERS U CAMDEN CAMPUS (1)	62.6	58.3	47.3	29.4	+	#	-3.5	185	28	64	11	15.6
TRENTON STATE C (1)	63.1	51.4	41.2	+	--	#	-0.8	314	32	74	1	15.0
WILLIAM PATERSON C OF NJ (1)	63.5	50.8	39.9	32.9	--	52.1	0.5	307	38	73	0	13.4
Doctoral												
NJ I OF TECHNOLOGY (1)	76.9	60.5	50.4	27.6	44.8	59.6	-0.3	299	12	56	9	16.8
RUTGERS U NEW BRUNSWICK (1)	80.5	57.3	45.5	34.9	69.9	63.3	0.5	1,072	26	71	22	16.0
RUTGERS U NEWARK CAMPUS (1)	83.4	59.8	50.1	40.8	+	#	-1.6	307	36	67	18	16.1
U OF MEDICINE AND DENTISTRY OF NJ (1)	--	--	+	--	--	#	--	1	0	0	99	14.5
Private Institutions												
AA												
OVERLOOK HOSPITAL SCHOOL OF RADIOGRAPHY (1)	--	--	--	--	--	--	--	--	--	--	100	--
BA												
BLOOMFIELD C (1)	45.5	40.0	33.2	31.1	--	38.8	6.7	45	42	51	0	9.9
CALDWELL C (1)	45.1	37.5	29.8	24.0	--	33.1	2.2	51	63	37	0	5.7
CENTENARY C (1)	--	29.5	24.5	18.7	--	24.5	5.1	32	56	22	9	4.9
RABBINICAL C OF AMERICA (1)	--	--	--	--	--	--	--	--	--	--	100	--
UPSALA C-WIRTHS CAMPUS (4)	+	+	+	--	--	40.9	--	4	25	50	0	--
BA+												
FELICIAN C (1)	+	32.3	29.2	27.0	--	#	6.8	39	56	0	0	6.3
GAN COURT C (1)	49.0	40.2	36.0	29.9	+	#	3.5	71	56	27	0	8.7
MONMOUTH C (1)	58.9	49.2	37.7	+	--	#	7.0	142	25	64	0	0.0
NEW BRUNSWICK THEOL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
NEW SCHL FOR MUSIC STUDY (4)	--	--	--	--	--	--	--	--	--	--	--	--
RIDER C (1)	63.6	53.5	48.6	33.9	--	55.1	5.7	207	32	75	0	12.2
ST PETER'S C (1)	44.1	37.4	30.9	28.4	--	38.1	6.5	117	23	72	0	10.2
C OF ST ELIZABETH (1)	40.6	37.3	30.4	+	--	#	2.7	46	89	46	0	5.9

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Lect. (\$)	Inst./ No Rank	Avg. (\$)	% Chg.	# of Fac.	% Fem.	% Tnrd.	% 11/12	Avg. Bene.
UPSALA C (1)	43.3	37.4	28.8	26.6	--	33.6	--	53	45	45	0	7.6
THE SCHL OF MUSIC OF RIDER C (1)	38.4	31.2	27.6	24.2	--	32.2	--	38	37	68	0	9.0
Doctoral												
DREW U (1)	57.5	44.7	35.7	32.5	--	49.0	2.1	119	39	71	1	12.1
FAIRLEIGH DICKINSON U (ALL CAMPUSES) (1)	52.5	43.6	39.2	29.0	--	45.1	4.8	267	26	69	13	14.1
PRINCETON THEOL SEM (1)	71.4	53.8	40.6	--	--	59.8	4.2	40	25	80	0	24.2
PRINCETON U (1)	92.7	54.9	43.0	39.1	--	71.1	5.0	709	19	64	0	14.4
SETON HALL U (1)	71.2	53.5	41.3	36.1	47.1	53.7	--	345	32	62	1	12.6
STEVENS I OF TECHNOLOGY (1)	65.7	47.1	42.4	25.2	--	54.5	--	138	8	59	0	13.4
TALMUDICAL ACADEMY - NJ (4)	--	--	--	--	--	--	--	--	--	--	--	--

NEW MEXICO*Public Institutions***AA**

ALBUQUERQUE TECH-VOCATIONAL I (1)	--	--	--	--	20.9	20.9	--	24	83	100	92	5.2
NM STATE U-DONA ANA BRANCH (1)	+	31.9	27.3	24.3	--	#	--	42	62	21	24	5.5
CLOVIS CC (1)	--	--	--	--	27.1	27.1	9.7	32	53	13	20	7.1
EASTERN NM U-ROSWELL CAMPUS (1)	--	--	+	27.4	--	#	3.2	41	54	51	5	6.2
I OF AM INDIAN ARTS (4)	31.4	--	--	--	--	31.4	--	26	42	0	0	--
NM JRC (1)	--	--	--	--	31.5	31.5	--	56	30	0	0	4.9
NM MILITARY I (1)	39.8	33.5	29.8	25.2	+	#	0.4	63	30	59	10	7.6
U OF NM-GALLUP BRANCH (4)	+	--	29.8	27.9	--	#	--	51	51	4	2	--
NM STATE U ALAMOGORDO (1)	+	34.0	29.4	25.6	--	#	--	37	43	38	0	6.2
NM STATE U CARLSBAD (1)	38.3	33.9	29.8	27.8	--	31.6	--	23	48	43	0	6.9
NM STATE U GRANTS BRANCH (1)	+	27.6	24.8	22.5	--	#	--	11	55	36	0	6.1
U OF NM-VALENCIA CAMPUS (1)	--	+	28.2	25.6	--	#	2.7	20	50	5	0	5.9
NORTHERN NM CC (1)	--	--	--	--	25.1	25.1	4.8	45	49	31	0	6.4
SAN JUAN C (1)	39.8	31.8	32.1	33.0	--	33.0	3.4	63	36	0	0	9.3
SANTA FE CC (1)	--	--	--	--	36.5	36.5	4.1	9	44	0	71	6.6

BA+

EASTERN NM U MAIN CAMPUS (1)	47.6	36.7	31.0	28.2	--	34.7	7.6	139	35	40	0	8.5
NM HIGHLANDS U (1)	42.6	35.4	30.1	--	24.6	34.4	-0.2	107	34	45	0	7.3
WESTERN NM U (1)	45.1	35.1	29.0	21.7	--	34.2	0.4	74	36	50	5	26.7

Doctoral

NM I OF MINING AND TECHNOLOGY (1)	46.8	41.3	37.0	--	+	#	4.3	63	8	67	14	9.4
U OF NM-MAIN CAMPUS (1)	55.6	41.2	36.9	30.9	--	45.4	2.6	792	30	70	3	8.7
NM STATE U MAIN CAMPUS (1)	51.8	43.0	35.2	29.7	--	41.4	--	454	27	50	23	8.9

*Private Institutions***BA**

NAZARENE INDIAN BIBLE C (4)	--	--	--	--	--	--	--	--	--	--	--	--
C OF THE SW (1)	--	--	--	--	--	--	--	--	--	--	100	--

BA+

C OF SANTA FE (1)	36.8	31.1	26.8	24.6	--	30.8	--	42	31	45	21	4.7
ST JOHN'S C (1)	--	--	--	--	42.5	42.5	1.8	50	20	46	0	14.3

NEW YORK*Public Institutions***AA**

ADIRONDACK CC (1)	46.8	37.1	29.2	24.5	--	36.4	1.5	96	40	76	1	12.3
BROOME CC (1)	53.2	44.4	37.6	34.3	--	45.6	3.7	167	37	65	0	10.2
CAYUGA COUNTY CC (1)	47.2	35.7	33.5	+	--	#	-2.0	53	36	46	5	11.7
CLINTON CC (1)	41.9	38.2	29.1	25.1	--	33.0	--	40	45	45	0	9.8
COLUMBIA-GREENE CC (1)	50.2	40.0	35.0	+	--	#	3.5	44	45	62	10	13.1
CORNING CC (1)	49.9	36.8	30.8	23.7	--	39.6	--	113	35	65	1	10.5
CUNY BOBO OF MANHATTAN CC (1)	65.5	48.9	43.8	35.6	--	52.6	1.0	229	46	62	0	11.9
CUNY BRONX CC (1)	66.6	54.0	45.0	39.1	--	54.0	-1.2	182	40	63	0	12.2
CUNY HOSTOS CC (1)	65.6	49.1	41.1	36.0	--	46.7	0.0	131	52	52	0	10.5
CUNY KINGSBOROUGH CC (1)	65.8	53.9	42.2	37.0	--	52.4	-2.5	213	42	80	0	11.8

	Prof.	Assoc.	Asst.	Inst./ Lect.	No Rank	Avg. Avg.	% Chg.	# of Fac.	% Fem.	% Tnrd.	% 11/12	Avg. Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
CUNY LA GUARDIA CC (1)	61.4	48.5	38.8	35.6	--	47.2	1.4	173	55	73	0	10.7
CUNY QUEENSBOROUGH CC (1)	66.0	54.4	44.6	37.7	--	56.6	1.3	268	38	93	0	12.8
DUTCHESS CC (1)	53.2	45.8	36.4	29.4	--	40.7	2.1	149	46	66	0	12.1
ERIE CC CITY CAMPUS (1)	46.7	41.4	33.5	27.2	--	37.8	11.6	117	52	81	0	8.6
ERIE CC NORTH CAMPUS (1)	49.8	40.2	37.1	23.7	--	41.3	5.5	213	45	82	0	9.1
ERIE CC SOUTH CAMPUS (1)	54.3	42.5	35.4	26.8	--	42.9	13.3	98	37	87	0	9.8
FINGER LAKES CC (1)	46.7	37.9	31.3	27.1	--	36.6	6.9	98	39	67	0	10.6
FULTON-MONTGOMERY CC (1)	52.4	45.2	35.0	27.2	--	43.2	15.1	54	31	81	0	12.0
GENESEE CC (1)	48.0	39.9	33.5	27.5	--	42.8	17.0	77	42	0	0	12.2
HERKIMER COUNTY CC (1)	42.1	33.9	26.5	22.1	--	31.0	-3.6	88	39	69	0	10.3
HUDSON VALLEY CC (1)	51.7	43.9	37.4	29.2	--	42.4	5.2	269	41	82	0	11.4
JAMESTOWN CC CATTARAUGUS CNTY BR (2)	--	--	--	--	--	--	--	--	--	--	--	--
JAMESTOWN CC (5)	47.6	37.9	32.3	29.0	--	39.1	4.9	103	45	81	0	11.8
JEFFERSON CC (1)	53.2	40.3	34.8	28.8	--	39.3	7.5	64	39	61	0	10.7
MOHAWK VALLEY CC ROME BRANCH (2)	--	--	--	--	--	--	--	--	--	--	--	--
MOHAWK VALLEY CC (5)	42.5	37.7	29.9	24.3	--	33.6	-0.4	161	34	73	0	8.9
MONROE CC (1)	58.2	48.1	40.8	33.5	--	48.7	7.8	262	39	82	4	10.0
NASSAU CC (1)	73.1	56.7	49.3	42.4	--	60.5	5.1	511	41	84	0	20.4
NORTH COUNTRY CC MALONE BR (2)	--	--	--	--	--	--	--	--	--	--	--	--
NIAGARA COUNTY CC (1)	52.8	44.9	37.5	30.6	--	43.9	7.9	143	41	74	2	11.7
NORTH COUNTRY CC-TICONDEROGA BR (2)	--	--	--	--	--	--	--	--	--	--	--	--
NORTH COUNTRY CC (5)	45.5	40.2	31.2	27.0	--	36.9	--	40	38	78	0	11.9
ONONDAGA CC (1)	49.0	40.4	38.5	31.9	34.5	42.2	1.7	182	44	88	0	18.1
ORANGE COUNTY CC (1)	53.4	46.5	39.1	31.4	--	42.0	--	149	48	70	0	15.2
ROCKLAND CC (1)	50.1	41.5	33.7	26.4	--	40.4	2.9	159	50	69	0	13.6
SCHENECTADY COUNTY CC (1)	46.1	34.7	26.1	22.5	--	36.1	--	55	38	100	0	12.0
SUFFOLK COUNTY CC EAST CAMPUS (1)	54.3	40.5	35.3	33.1	--	44.7	--	33	42	74	0	13.3
SUFFOLK COUNTY CC AMMERMAN (1)	60.0	43.2	36.2	30.3	--	52.4	--	238	39	87	0	14.5
SUFFOLK COUNTY CC WEST CAMPUS (1)	54.6	44.7	35.8	32.2	--	46.4	--	80	41	73	0	13.5
SULLIVAN COUNTY CC (1)	44.9	38.2	32.6	--	--	41.1	-4.1	62	31	76	0	12.6
SUNY C OF TECHNOLOGY AT CANTON (1)	45.5	38.2	33.9	27.7	--	39.0	0.4	93	28	75	1	11.2
SUNY C OF TECHNOLOGY AT DELHI (1)	46.4	38.6	29.3	25.6	--	37.2	-0.4	100	19	62	4	10.9
SUNY C OF TECH/AGRI-MORRISVILLE (1)	47.7	37.8	30.8	27.2	--	38.6	0.3	120	34	65	2	11.0
TOMPKINS-CORTLAND CC (1)	41.7	32.6	26.5	--	--	41.7	6.1	61	48	90	0	11.5
SUNY ULSTER COUNTY CC (1)	44.2	36.0	32.3	28.1	--	38.0	--	75	36	80	0	12.1
SUNY WESTCHESTER CC (1)	67.7	59.9	48.4	--	--	57.2	-0.8	176	40	82	0	18.3
AA												
CUNY MEDGAR EVERS C (1)	64.4	52.0	43.5	37.2	--	49.3	-0.3	93	40	56	0	11.1
CUNY NY CITY TECH C (1)	66.2	51.8	44.6	40.0	--	51.6	1.0	277	38	84	0	13.3
CUNY YORK C (1)	66.3	54.9	44.1	40.9	--	52.7	-0.3	117	37	91	0	13.7
SUNY C OF TECHNOLOGY AT ALFRED (1)	51.0	42.6	33.9	27.7	--	41.3	--	178	14	69	1	12.0
SUNY C OF AGRI/TECH-COBLESKILL (1)	48.2	37.2	33.0	27.7	--	39.3	-0.4	125	32	76	4	11.1
SUNY C OF TECH-FARMINGDALE (1)	52.3	42.5	32.6	27.9	--	42.3	1.8	248	33	84	2	11.4
SUNY C AT OLD WESTBURY (1)	57.0	46.5	36.5	29.9	--	44.6	-2.7	129	44	61	1	12.6
U.S. MERCHANT MARINE ACADEMY (4)	65.3	49.7	40.8	31.6	--	52.4	--	92	14	65	5	--
U.S. MILITARY ACADEMY (4)	65.1	50.1	40.8	31.6	--	53.2	--	430	12	64	2	--
AA-												
CUNY BERNARD BARUCH C (1)	66.2	53.1	44.6	41.8	--	54.4	3.6	398	29	73	0	14.0
CUNY BROOKLYN C (1)	68.1	55.0	42.9	42.5	--	58.9	0.7	524	31	93	0	15.4
CUNY C OF STATEN ISLAND (1)	67.7	55.9	43.8	36.9	--	55.8	1.2	237	35	84	0	14.4
CUNY CITY C (1)	69.5	54.8	45.2	41.9	--	58.6	1.7	541	27	82	0	15.4
CUNY HUNTER C (1)	66.5	52.7	41.4	40.2	--	54.7	1.4	529	49	78	0	14.1
CUNY LEHMAN C (1)	68.0	54.9	43.5	39.9	--	55.1	1.7	305	40	81	0	14.1
QUEENS C (5)	68.0	54.3	42.5	42.5	--	56.5	0.2	551	31	85	0	14.5
FASHION I OF TECHNOLOGY (1)	73.3	56.5	46.9	36.5	--	55.3	6.9	142	44	88	0	13.4
KING CTY HOSP SCHL FOR NURSE ANESTHETISTS (4)	--	--	--	--	--	--	--	--	--	--	--	--
SUNY I OF TECH AT LUTICA-ROME (1)	50.3	44.2	40.0	32.6	--	42.1	-0.2	84	29	62	0	11.9
SUNY C AT BROCKPORT (1)	58.4	48.6	38.0	31.4	--	47.2	-0.9	301	27	74	1	13.1

	Prof.	Assoc.	Asst.	Inst./ Lect.	No Rank	Avg.	% Chg.	# of Fac.	% Fem.	% Tnrd.	% 11/12	Avg. Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
SUNY C AT BUFFALO (1)	52.4	41.7	34.2	29.0	--	43.3	-0.2	428	26	73	1	12.3
SUNY C AT CORTLAND (1)	51.6	41.0	32.3	32.6	--	42.4	-1.5	236	29	69	2	12.2
SUNY C AT FREDONIA (1)	55.6	43.1	34.3	26.1	--	44.8	-2.4	227	24	70	3	13.1
SUNY C AT GENESEO (1)	53.5	40.3	33.6	34.6	--	40.5	1.3	230	29	51	1	11.6
SUNY C AT NEW PALTZ (1)	56.1	44.9	37.0	28.7	--	45.3	-0.0	271	33	70	4	13.0
SUNY C AT ONEONTA (1)	52.7	41.5	35.0	27.5	--	43.0	-0.0	270	31	75	1	12.6
SUNY C AT OSWEGO (1)	52.8	41.2	33.2	32.4	--	43.6	-0.5	302	28	76	2	12.8
SUNY C AT POTSDAM (1)	52.1	40.6	32.0	29.2	--	41.1	0.9	218	29	63	0	12.0
SUNY C AT PURCHASE (1)	50.6	41.4	34.5	34.9	--	41.5	1.7	119	37	66	0	12.5
SUNY C AT PLATTSBURGH (1)	52.8	42.6	33.1	26.7	--	43.1	-0.5	266	28	70	1	12.6
SUNY EMPIRE STATE C (1)	--	*	--	*	--	*	--	2	100	0	98	6.2
SUNY MARITIME C (1)	51.8	41.9	38.8	33.0	--	44.6	-0.2	47	6	70	2	12.3
Doctoral												
CORNELL U-NYS STATUTORY CS (1)	75.6	56.0	52.4	31.1	--	50.5	6.5	63	40	39	81	--
CUNY GRAD SCHL AND U/CTR (1)	75.3	53.9	41.1	--	--	73.0	-1.6	100	29	89	0	18.8
CUNY JOHN JAY C CRIMINAL JUSTICE (1)	66.7	53.9	41.6	38.3	--	54.8	0.8	192	34	82	0	14.1
NY ST COL OF CERAMICS-ALFRED U (1)	64.3	44.6	36.5	--	--	50.3	.5	38	13	92	3	14.4
SUNY AT ALBANY (1)	71.1	51.1	38.9	32.7	--	55.2	-0.6	634	25	73	2	15.1
SUNY AT BINGHAMTON (1)	68.5	49.4	39.3	36.4	--	53.6	0.3	470	21	71	0	15.1
SUNY AT BUFFALO (1)	72.9	51.5	40.5	32.8	--	57.7	--	628	21	73	19	15.6
SUNY AT STONY BROOK (1)	72.4	50.7	39.8	34.8	--	57.7	1.4	666	21	73	17	15.7
SUNY C OF ENVIR SCI/FORESTRY (1)	57.9	44.5	35.3	--	--	44.1	-3.3	43	5	56	61	12.9
SUNY C OF OPTOMETRY (1)	--	--	--	--	--	*	--	2	0	50	96	16.6
SUNY HLTH SCI CTR-BROOKLYN (1)	--	--	--	--	--	--	--	--	--	--	100	--
SUNY HLTH SCI CTR-SYRACUSE (1)	--	--	--	--	--	--	--	--	--	--	100	--
Private Institutions												
AA												
AM ACADEMY OF DRAMATIC ARTS (1)	--	--	--	--	--	--	--	--	--	--	--	--
AM ACADEMY MCALISTER INST OF FUNERAL SERV (1)	--	--	--	--	--	--	--	--	--	--	--	--
PHILLIPS BETH ISRAEL SCH OF NURS (1)	--	--	--	--	--	--	--	--	--	--	100	--
BRANSON ORT TECH I (1)	--	--	--	--	--	--	--	--	--	--	100	--
COCHRAN SCHL OF NURSING (1)	--	--	--	--	--	--	--	--	--	--	100	--
CULINARY I OF AMERICA (1)	--	--	--	--	--	--	--	--	--	--	100	--
EMPIRE STATE BAPTIST SEM (4)	--	--	--	--	--	--	--	--	--	--	--	--
HELENE FULD SCHL OF NURSING (1)	--	--	--	--	--	--	--	--	--	--	100	--
LONG ISLAND C HOSP SCHL OF NURS (1)	--	--	--	--	--	--	--	--	--	--	100	--
MARIA C OF ALBANY (1)	29.6	27.3	22.5	20.0	--	23.7	14.1	26	85	46	0	3.6
MATER DEI C (1)	--	--	--	--	--	--	--	--	--	--	100	--
PAUL SMITH'S C OF ARTS & SCI (1)	34.8	29.5	24.3	20.8	--	27.9	2.4	53	28	0	15	6.2
RIKA BREUER TEACHERS SEM (4)	--	--	--	--	--	--	--	--	--	--	--	--
SAGE JR C OF ALBANY (2)	--	--	--	--	--	--	--	--	--	--	--	--
SARA SCHENIRER TEACHERS SEM (4)	--	--	--	--	--	42.9	--	6	33	67	0	--
ST ELIZABETH HOSP SCHL OF NURS (1)	--	--	--	--	--	--	--	--	--	--	100	--
TROCAIRE C (1)	27.8	24.0	23.9	21.4	--	23.9	6.6	39	87	0	3	5.5
VILLA MARIA C BUFFALO (1)	--	--	--	--	--	--	--	--	--	--	100	--
MERCY C PEEKSKILL BR CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
BA												
C OF AERONAUTICS (1)	44.2	40.0	35.6	31.0	--	39.5	4.1	60	12	48	50	11.0
ALBANY C OF PHARMACY (1)	52.7	17.7	36.3	--	--	*	3.1	22	27	55	29	10.6
ASSOCIATED BETH RIVKAH SCHLS (4)	52.6	41.5	--	--	--	*	--	8	33	78	0	--
BAIS FRUMA (4)	--	--	--	--	--	*	--	1	0	100	0	--
BARNARD C (1)	49.2	47.9	37.6	31.7	29.9	48.1	5.2	157	60	43	0	13.7
BE'ER SHMUEL TALMUD ACAD (4)	53.1	41.5	33.8	--	--	42.4	--	21	33	62	0	--
BETH JOSEPH RAB SEM (4)	52.8	41.4	33.7	28.4	--	*	--	36	37	53	7	--
BNOS JERUSALEM SEM (4)	52.6	41.3	33.8	--	--	42.1	--	36	38	63	0	--
BORICUA C (1)	--	--	--	--	--	--	--	--	--	--	100	--
CAZENOVIA C (1)	41.4	34.5	28.9	25.4	--	32.6	7.7	42	62	55	0	8.0
CONCORDIA C (1)	--	--	--	--	--	--	--	--	--	--	100	--
DAEMEN C (1)	41.3	38.1	31.0	--	--	*	1.9	63	45	51	5	9.8

	Prof.	Assoc.	Asst.	Inst./	No	%	# of	%	%	%	Avg.
	(S)	(S)	(S)	Lect.	Rank	Avg.	Chg.	Fac.	Fem.	Trnd.	11/12 Bene.
	(S)	(S)	(S)	(S)	(S)	(S)	(%)	(#)	(%)	(%)	(S)
DERECH AYSON RABBINICAL SEM (4)	52.7	41.4	33.8	28.4	+	#	--	37	38	51	8
DOMINICAN C OF BLAUVELT (1)	+	38.2	33.3	26.6	--	#	3.9	43	63	53	0
GRUSS GIRLS SEM (4)	53.0	41.3	33.8	--	--	41.9	--	19	37	58	0
HADAR 2, ATORAH RABBINICAL SEM (4)	52.6	41.5	33.8	--	--	41.4	--	13	38	54	0
HAMILTON C (1)	60.7	45.5	36.2	33.2	--	46.3	2.9	148	37	56	0
HARTWICK C (1)	49.8	42.1	34.2	--	30.8	41.4	3.0	114	31	61	3
HILBERT C (1)	31.7	28.0	24.9	23.6	--	26.3	13.0	26	62	0	0
HOBART WILLIAM SMITH CS (1)	60.2	46.4	35.4	30.5	--	48.5	-3.7	141	36	67	0
HOUGHTON C (1)	37.4	32.6	26.8	--	--	33.4	4.6	74	22	65	0
KELKA C (1)	38.2	33.4	26.9	--	--	32.4	--	37	41	54	8
THE KING'S C (1)	35.9	33.5	29.5	29.4	+	#	-3.5	39	26	33	0
LE MOYNE C (1)	53.6	42.2	34.8	+	--	#	7.2	117	32	68	0
LONG ISLAND SEM OF JEWISH STUDIES (4)	52.6	41.3	33.8	28.4	+	#	--	33	39	52	8
MARYMOUNT C (1)	40.1	34.1	28.5	--	--	34.4	-1.1	55	55	80	0
MARYMOUNT MANHATTAN C (1)	48.1	37.9	31.8	--	--	36.6	11.3	49	59	76	0
MEDAILLE C (1)	40.8	34.8	26.1	21.9	--	32.8	3.2	40	53	50	0
MERCY C WHITE PLAINS BR CAMP (2)	--	--	--	--	--	--	--	--	--	--	--
MERCY C BRONX BR CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--
MERCY C YORKTOWN HIGHTS BR CAMP (2)	--	--	--	--	--	--	--	--	--	--	--
NY SCHL OF INTERIOR DESIGN (1)	--	--	--	--	--	--	--	--	--	100	--
RABBINICAL C OF KAMENITZ YESHIVA (4)	+	--	--	--	--	#	--	1	0	100	0
RABBINICAL C OF TASH (4)	+	+	+	--	--	42.9	--	6	33	67	0
RABBINICAL SEM OF MUNKACS (4)	52.6	41.3	33.8	28.4	+	#	--	33	39	52	8
ST FRANCES C (1)	52.4	45.2	32.8	28.0	--	43.2	2.3	53	32	34	0
SENA C (1)	49.1	40.7	34.3	28.6	--	41.0	1.5	149	30	71	0
ST JOSEPH'S C MAIN CAMPUS (5)	46.5	37.6	33.1	26.5	--	35.1	--	79	66	24	1
ST JOSEPH'S C SUFFOLK CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--
REGENTS C, U OF THE STATE OF NY (4)	52.8	41.4	33.6	28.4	27.6	40.7	--	253	37	55	6
UTICA C OF SYRACUSE U (1)	46.7	37.8	31.9	--	--	38.1	4.0	111	32	70	0
WADHAMS HALL SEM-C (1)	--	--	--	--	--	--	--	--	--	100	--
WEBB I OF NAVAL ARCHITECTURE (1)	60.9	+	--	--	--	#	--	7	0	34	0
WELLS C (1)	46.2	38.1	30.7	+	--	#	-2.2	46	50	67	0
YESHIVA AND KOLLEL HARBOTZAS TORAH (4)	52.6	41.5	33.8	--	--	41.4	--	13	38	54	0
BA+											
BANK STREET C OF EDUCATION (1)	--	--	--	--	44.6	44.6	--	38	74	0	17
BARD C (1)	62.1	44.2	35.2	--	--	50.3	3.7	77	30	61	0
BETH MIDRASH EBYUN HATAHMUD (4)	52.6	41.5	33.8	--	--	41.4	--	13	38	54	0
BETH ROCHEL SEM (4)	+	+	+	--	--	42.9	--	6	33	67	0
CANSILS C (1)	47.6	42.5	35.3	--	--	41.8	-2.8	146	19	69	0
COLGATE U (1)	65.5	49.8	39.9	33.5	--	52.8	3.6	200	26	67	0
AUDREY COHEN C (1)	--	--	--	--	--	--	--	--	--	100	--
COOPER UNION (1)	67.2	51.9	42.9	--	--	58.8	1.8	58	21	69	0
D'YOUVILLE C (1)	36.5	36.3	31.3	30.0	--	33.6	3.5	76	89	42	0
DOWLING C (1)	63.5	57.2	46.9	36.2	--	54.3	--	46	32	53	0
ELMIRA C (1)	45.8	31.7	27.7	--	--	33.3	2.6	39	31	21	5
HARLEM HOSP/CTR SCHL OF ANEST (4)	53.1	41.5	33.8	--	--	42.4	--	21	33	62	0
THE C OF INSURANCE (4)	+	48.1	35.4	--	--	#	--	14	28	43	0
IONA C (1)	60.0	46.2	38.5	29.4	--	45.5	4.0	218	33	61	0
ITHACA C (1)	38.5	46.3	35.5	27.0	--	42.5	6.1	414	37	51	0
LONG ISLAND U SOUTHAMPTON C (2)	--	--	--	--	--	--	--	--	--	--	--
LONG ISLAND U ROCKLAND CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--
LONG ISLAND U BRENTWOOD (2)	--	--	--	--	--	--	--	--	--	--	--
MANHATTAN C (1)	38.1	48.4	38.3	+	+	48.2	6.4	170	23	61	0
MANHATTANVILLE C (1)	36.6	46.5	35.0	35.4	--	45.3	0.9	77	53	58	0
MANNES C OF MUSIC (1)	--	--	--	--	18.6	18.6	5.5	28	45	0	4.6
MARIST C (1)	55.3	45.0	36.0	28.4	--	39.1	2.1	143	32	41	0
MARYKNOLL SCHL OF THEOLOGY (1)	--	--	--	--	--	--	--	--	--	100	--
MERCY C MAIN CAMPUS (5)	47.3	38.7	32.8	20.7	--	38.7	12.5	147	43	39	0
MOLLOY C (1)	52.5	40.8	33.5	27.3	--	36.4	7.7	102	62	51	0

	Prof.	Assoc.	Asst.	Inst./ Lect.	No. Rank	Avg.	% Chg.	% Fac.	% Fem.	% Tnd.	% 11/12	Avg. Bene.	
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)	
MOUNT ST MARY C (1)	---	---	---	---	---	---	---	---	---	---	100	---	
C OF MOUNT ST VINCENT (1)	+	37.0	32.4	30.0	---	#	3.7	49	61	39	4	7.8	
NAZARETH C OF ROCHESTER (1)	51.4	41.9	34.2	---	---	42.3	1.4	100	51	63	5	9.8	
C OF NEW ROCHELLE (1)	52.0	43.0	36.8	+	---	#	4.5	71	59	62	0	12.6	
NIAGARA U (1)	48.2	41.8	36.0	29.7	---	42.4	4.5	110	37	75	0	8.7	
NY I OF TECH OLD WESTBURY CAMP (1)	60.1	46.3	39.4	29.7	---	47.7	5.4	142	24	60	0	13.6	
NY I OF TECH MANHATTAN CAMP (1)	56.9	48.2	38.1	+	---	#	0.7	60	13	60	0	13.6	
NYACK C (1)	34.3	31.5	29.0	25.6	---	31.1	11.7	47	21	32	0	7.9	
PACE U-PLEASANTVILLE BRIARCLIFF (2)	---	---	---	---	---	---	---	---	---	---	---	---	
PACE U-WHITE PLAINS (2)	---	---	---	---	---	---	---	---	---	---	---	---	
PRATT J MAIN (5)	43.9	38.3	33.9	+	---	#	---	87	24	69	22	12.4	
RABBI ISAAC ELCHANAN SEM (4)	52.3	+	+	---	---	43.8	---	7	43	71	0	---	
ROBERTS WESLEYAN C (1)	37.3	33.3	28.4	---	---	32.8	14.5	47	45	47	8	6.0	
RUSSELL SAGE C MAIN CAMPUS (5)	41.8	37.3	31.6	27.1	---	35.8	6.6	166	60	63	0	8.8	
ST BERNARD'S J (1)	---	+	+	---	---	#	---	2	50	0	0	6.0	
ST BONAVENTURE U (1)	49.3	39.6	35.1	32.9	---	41.1	1.1	169	14	70	0	12.5	
ST LAWRENCE U (1)	60.4	45.2	35.0	31.5	---	47.0	-0.0	151	25	69	0	13.1	
C OF ST ROSE (1)	46.1	39.8	32.1	27.7	---	36.6	-0.2	118	52	61	0	7.4	
ST THOMAS AQUINAS C (1)	48.6	39.8	35.7	+	---	#	4.0	63	43	70	0	10.0	
SARAH LAWRENCE C (1)	---	---	---	---	---	52.3	52.3	2.2	47	49	56	0	12.6
SKIDMORE C (1)	61.7	47.7	38.1	32.1	---	47.6	2.2	165	39	59	0	14.1	
ST JOHN FISHER C (1)	---	---	---	---	---	---	---	---	---	---	100	---	
TOLBO C (1)	73.0	55.1	35.4	21.0	---	34.4	6.5	232	47	7	0	5.6	
VASSAR C (1)	65.6	48.7	39.4	35.9	---	49.9	3.7	216	44	59	0	14.6	
WAGNER C (1)	44.2	35.5	31.1	25.0	---	35.5	-2.1	70	40	64	0	11.2	
YESHIVA SHAAK HATORAH (4)	+	+	---	---	---	#	---	2	0	100	0	---	
YESHIVA BAIS MISKOL (4)	---	---	---	---	---	---	---	---	---	---	---	---	
NY I OF TECHNOLOGY-CENTRAL ISIP (1)	51.6	49.9	39.9	+	---	#	3.5	28	29	54	0	13.6	
GRAD SCHL OF FIGURATIVE ART (1)	---	52.5	---	---	---	52.5	---	4	0	0	0	14.4	
Doctoral													
ADELPHI U (1)	62.2	49.5	41.1	---	---	51.9	6.1	256	36	79	4	13.4	
ALFRED U (1)	49.5	40.9	35.6	28.4	---	41.8	0.6	111	26	59	0	11.2	
BELZER YESHIVA MACHZIKEI SEM (4)	+	+	+	---	---	40.9	---	4	25	50	0	---	
BETH HATAIMUD RAB C (4)	52.6	41.5	+	---	---	#	---	9	33	28	0	---	
BETH HAMEDRASH SHAAK YOSHERI (4)	+	+	+	---	---	42.9	---	6	33	67	0	---	
BETH MEDRASH EMEK HALACHIA (4)	---	---	---	---	---	---	---	---	---	---	---	---	
CENTRAL YESHIVA TOMCHEI TMIMIM LUBAVITZ (4)	53.0	41.3	33.8	---	---	42.8	---	17	35	65	0	---	
CLARKSON U (1)	68.0	50.5	44.5	41.4	---	53.8	-5.4	179	13	56	0	13.4	
COLGATE ROCHESTR-BEUXEN-CROZER (1)	---	---	---	---	---	---	---	---	---	---	100	---	
COLUMBIA U IN THE CITY OF NY (1)	84.4	55.6	42.6	35.8	36.1	65.9	---	877	24	56	61	22.5	
CORNELL U-ENDOROWED CS (1)	76.6	54.5	47.3	32.3	---	61.0	3.6	622	22	67	2	16.9	
FORDHAM U (1)	70.8	54.5	42.6	33.1	---	55.7	---	513	29	63	0	15.6	
GENERAL THEOL SEM (1)	---	---	---	---	---	---	---	---	---	---	100	---	
HOFSTRA U (1)	72.0	54.4	46.1	38.4	---	56.5	6.6	418	29	59	0	13.6	
JEWISH THEOL SEM OF AMERICA (1)	---	---	---	---	---	---	---	---	---	---	100	---	
THE JULLIARD SCHL (1)	---	---	---	---	---	43.5	43.5	13.9	52	29	0	11.7	
KEHILATH YAKOV RABBINICAL SEM (4)	+	+	+	---	---	40.7	---	5	40	60	0	---	
LONG ISLAND U-BROOKLYN CAMPUS (5)	59.6	49.3	39.1	32.9	143.5	51.7	7.0	547	33	63	0	13.9	
LONG ISLAND U-C W POST CAMPUS (2)	---	---	---	---	---	---	---	---	---	---	---	---	
MACHZIKEI HADATH RABBINICAL C (4)	+	+	+	---	---	40.7	---	5	40	60	0	---	
MANHATTAN SCHL OF MUSIC (1)	---	---	---	---	---	27.9	27.9	7.2	43	32	0	5.4	
MESIVTA TORAH MODAATH RABBINICAL (4)	53.0	41.3	33.8	---	---	42.8	---	17	35	65	0	---	
MESIVTA TIFERETH JER AMR (4)	+	+	---	---	---	#	---	2	0	100	0	---	
MIRER YESHIVA-CENT (4)	52.3	41.5	+	---	---	#	---	8	38	75	0	---	
NEW SCHL FOR SOCIAL RESEARCH (1)	71.9	52.2	39.6	43.9	40.3	51.1	4.4	109	36	28	4	15.5	
NY THEOL SEM (1)	---	---	---	---	---	---	---	---	---	---	100	---	
NY U (1)	65.4	56.1	52.7	34.4	36.7	67.6	4.8	1,124	30	61	8	21.1	
OHRE HAMEIR THEOL SEM (4)	---	---	---	---	---	---	---	---	---	---	---	---	
PACE U-NY (5)	66.8	51.5	41.0	33.5	---	56.5	4.7	431	33	81	0	12.9	

	Prof. (\$)	Assc. (\$)	Asst. (\$)	Inst./ Lect. (\$)	No Rank (\$)	Avg. (\$)	Chg. %	# of Fac. (#)	% Fem. %	% Tnrd. %	% 11/12 %	Avg. Bene. (\$)
POLYTECHNIC U (1)	64.8	48.9	45.8	26.9	--	54.4	5.1	185	10	66	0	10.5
RABBINICAL ACADEMY MESIVTA RABBI CHAIM BERLIN (4)	52.8	41.3	33.8	--	--	42.1	--	16	38	63	0	--
RABBINICAL C OF BOBOVER BNEI ZION (4)	52.6	41.5	33.8	--	--	41.4	--	13	38	54	0	--
RABBINICAL C OF CH'SAN SOFER NY (4)	+	--	--	--	--	#	--	1	0	100	0	--
RABBINICAL C OF BETH SHRAGA (4)	--	--	--	--	--	--	--	--	--	--	--	--
RABBINICAL SEM OF ADAS YEREIM (4)	+	+	+	--	--	40.7	--	5	40	60	0	--
RABBINICAL SEM OF M'KOR CHAIM (4)	+	+	--	--	--	#	--	2	0	100	0	--
RABBINICAL C OF LONG ISLAND (4)	+	--	--	--	--	#	--	1	0	100	0	--
RABBINICAL SEM OF AMERICA (4)	+	+	+	--	--	40.7	--	5	40	60	0	--
RENSSELAER POLYTECHNIC I (1)	71.9	51.6	45.5	--	--	60.6	2.1	364	11	76	1	14.9
ROCHESTER I OF TECHNOLOGY (1)	53.1	44.7	39.1	31.3	--	43.2	-0.7	606	26	68	5	11.1
U OF ROCHESTER (1)	75.5	51.7	43.9	39.8	--	60.9	2.5	521	23	68	0	11.7
ROCKEFELLER U (1)	--	--	--	--	--	--	--	--	--	--	100	--
SH'OR YOSHUV RABBINICAL C (4)	--	--	--	--	31.2	31.2	--	5	0	0	0	--
ST VLADIMIRS ORTHODOX THEOL (1)	34.9	+	--	--	--	#	--	6	0	100	0	7.9
ST JOHN'S U NY (1)	70.4	51.0	41.9	37.3	--	53.1	--	563	25	64	8	14.3
SYRACUSE U MAIN CAMPUS (1)	62.6	46.0	38.8	30.9	--	51.0	4.6	877	23	70	2	16.9
TALMUDICAL SEM OF OHOLEI TORAH (4)	+	+	+	--	--	40.7	--	5	40	60	0	--
TEACHERS C AT COLUMBIA U (1)	71.0	59.2	44.3	31.1	--	61.1	9.0	138	42	62	0	19.5
UNION C (1)	63.3	49.9	39.5	34.5	--	50.8	3.2	170	25	47	0	14.5
UNION THEOL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
UNITED TALMUDICAL ACADEMY (4)	53.0	41.3	33.8	--	--	41.9	--	19	37	58	0	--
YESHIVA OF MIKDASH MELECH (4)	+	--	--	--	--	#	--	1	0	100	0	--
YESHIVA U (1)	--	--	--	--	--	--	--	--	--	--	100	--
YESHIVATH VIZNITZ (4)	56.5	45.2	37.3	--	--	45.7	--	13	31	69	0	--
YESHIVATH ZICHRON MOSHE (4)	+	+	+	--	--	40.9	--	4	25	50	0	--
HEBREW UNION C-JEWISH I OF RELIG (4)	--	--	--	--	--	--	--	--	--	--	100	--
OHR SOMAYACH INSTITUTIONS (4)	--	--	--	--	--	--	--	--	--	--	--	--
BAIS MEDRASH L' TORAH (4)	52.8	41.3	33.8	--	--	42.1	--	16	38	63	0	--

NORTH CAROLINA*Public Institutions***AA**

C OF THE ALBEMARLE (1)	--	--	--	--	25.3	25.3	0.1	26	65	0	51	6.1
ANSON CC (1)	--	--	--	--	27.2	27.2	0.5	16	25	0	30	6.8
ASHEVILLE BUNCOMBE TECH CC (1)	--	--	--	--	26.7	26.7	3.5	18	61	0	80	7.3
BEAUFORT COUNTY CC (1)	--	--	--	--	24.8	24.8	3.0	11	64	0	74	6.7
BLADEN CC (1)	--	--	--	--	+	#	--	1	0	0	95	4.5
BLUE RIDGE CC (1)	--	--	--	--	+	#	--	2	100	0	96	7.3
BRUNSWICK CC (1)	--	--	--	--	+	#	--	2	100	0	92	6.2
CALDWELL CC AND TECH INST (1)	--	--	--	--	24.9	24.9	0.4	21	95	0	69	6.4
CAPE FEAR CC (1)	--	--	--	--	28.0	28.0	-2.3	24	58	0	68	6.9
CARTERET CC (1)	--	--	--	--	27.9	27.9	4.9	10	80	0	74	6.9
CATAWBA VALLEY CC (1)	--	--	--	--	24.6	24.6	3.5	24	63	0	75	6.4
CENTRAL CAROLINA CC (1)	--	--	--	--	26.3	26.3	1.8	29	62	0	68	6.3
CENTRAL PIEDMONT CC (1)	--	--	--	--	29.7	29.7	-2.3	34	97	0	85	7.0
CLEVELAND CC (1)	--	--	--	--	--	--	--	--	--	--	100	--
COASTAL CAROLINA CC (1)	--	--	--	--	23.1	23.1	-7.3	22	77	0	79	6.2
CRAVEN CC (1)	--	--	--	--	24.9	24.9	-3.4	36	50	0	40	6.6
DAVIDSON COUNTY CC (1)	--	--	--	--	30.7	30.7	1.0	26	58	0	59	7.7
DURHAM TECH CC (1)	--	--	--	--	28.3	28.3	3.8	41	68	0	59	7.1
EDGEcombe CC (1)	--	--	--	--	19.2	19.2	-23.1	7	100	0	90	4.9
FAYETTEVILLE TECH CC (1)	--	--	--	--	29.7	29.7	8.9	13	100	0	93	5.7
FORSYTH TECH CC (1)	--	--	--	--	25.2	25.2	2.5	36	64	0	72	5.4
GASTON C (1)	--	--	--	--	26.9	26.9	--	4	100	0	96	6.8
GUILFORD TECH CC (1)	--	--	--	--	27.7	27.7	0.4	65	54	0	62	6.2
HALIFAX CC (1)	--	--	--	--	26.5	26.5	5.1	8	38	0	85	7.1
HAYWOOD CC (1)	--	--	--	--	24.8	24.8	--	4	50	0	94	6.5
ISOTHERMAL CC (1)	--	--	--	--	24.1	24.1	4.7	13	46	0	75	5.9

	Prof.	Assoc.	Asst.	Inst./	No		%	# of	%	%	%	Avg.
	(\$)	(\$)	(\$)	Lect.	Rank	Avg.	Chg.	Fac.	Fem.	Tnrd.	11/12	Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
JAMES SPRUNT CC (1)	--	--	--	--	21.2	21.2	--	3	67	0	93	6.2
JOHNSTON CC (1)	--	--	--	--	27.2	27.2	11.8	10	60	0	91	6.5
LENOIR CC (1)	--	--	--	--	23.4	23.4	0.7	39	77	0	51	6.1
MARTIN CC (1)	--	--	--	--	23.8	23.8	--	9	44	0	68	6.2
MAYLAND CC (1)	--	--	--	--	24.2	24.2	--	26	50	0	0	5.8
MCDOWELL TECH CC (1)	--	--	--	--	--	--	--	--	--	--	100	--
MITCHELL CC (1)	--	--	--	--	26.3	26.3	3.8	9	67	0	73	6.6
MONTGOMERY CC (1)	--	--	--	--	23.6	23.6	-0.7	4	75	0	85	6.1
NASH CC (1)	--	--	--	--	24.4	24.4	7.3	15	60	0	66	6.6
PAMLICO CC (1)	--	--	--	--	23.4	23.4	-6.4	8	25	0	33	5.1
PIEDMONT CC (1)	--	--	--	--	25.8	25.8	18.3	13	46	0	76	7.2
PITT CC (1)	--	--	--	--	24.7	24.7	--	33	64	0	70	5.9
RANDOLPH CC (1)	--	--	--	--	29.9	29.9	3.5	20	40	0	58	7.4
RICHMOND CC (1)	--	--	--	--	30.8	30.8	0.1	13	62	0	68	6.7
ROANOKE-CHOWAN CC (1)	--	--	--	--	24.1	24.1	-5.3	4	75	0	83	6.2
ROBESON CC (1)	--	--	--	--	29.2	29.2	0.8	23	57	0	60	7.2
ROCKINGHAM CC (1)	--	--	--	--	26.7	26.7	-1.9	13	69	0	75	7.0
ROWAN-CABARRUS CC (1)	--	--	--	--	29.6	29.6	4.3	31	58	0	52	7.3
SAMPSON CC (1)	--	--	--	--	24.2	24.2	5.9	6	50	0	88	6.2
SANDHILLS CC (1)	--	--	--	--	28.6	28.6	2.8	48	58	0	60	7.4
SOUTHEASTERN CC (1)	--	--	--	--	27.6	27.6	18.3	5	80	0	91	6.9
SOUTHWESTERN CC (1)	--	--	--	--	22.7	22.7	-8.5	5	60	0	89	6.0
STANLY CC (1)	--	--	--	--	25.1	25.1	1.8	16	81	0	67	6.5
SURRY CC (1)	--	--	--	--	25.7	25.7	2.7	35	54	0	56	7.0
ALAMANCE CC (1)	--	--	--	--	23.0	23.0	-0.4	29	69	0	64	6.2
TRI-COUNTY CC (1)	--	--	--	--	--	--	--	--	--	--	100	--
VANCE-GRANVILLE CC (1)	--	--	--	--	22.1	22.1	-3.6	27	78	0	65	5.4
WAKE TECH CC (1)	--	--	--	--	22.3	22.3	0.9	44	68	0	78	5.4
WAYNE CC (1)	--	--	--	--	25.1	25.1	3.9	17	94	0	80	6.8
WESTERN PIEDMONT CC (1)	--	--	--	--	--	--	--	--	--	--	100	--
WILKES CC (1)	--	--	--	--	29.3	29.3	0.3	8	63	0	87	7.4
WILSON TECH CC (1)	--	--	--	--	26.2	26.2	3.1	9	67	0	78	6.6
BA												
ELIZABETH CITY STATE U (1)	45.4	39.8	32.6	28.9	32.0	38.3	-1.3	102	28	45	3	8.5
WINSTON-SALEM STATE U (1)	45.2	38.3	35.0	29.9	37.6	38.3	-1.6	121	41	50	17	8.6
BA+												
FAYETTEVILLE STATE U (1)	49.2	40.3	34.2	30.2	35.0	37.4	2.2	148	28	51	21	8.3
NC AGRIL AND TECH ST U (1)	51.2	41.4	37.9	30.4	39.0	40.2	-0.2	284	38	46	19	8.6
U OF NC AT ASHEVILLE (1)	51.8	43.4	34.3	32.2	29.2	40.7	0.2	144	32	50	0	8.8
U OF NC AT CHARLOTTE (1)	53.4	42.9	37.0	27.5	32.8	41.2	0.6	579	34	53	9	8.7
NC CENTRAL U (1)	52.4	40.8	35.9	35.7	33.0	41.0	-0.2	215	43	65	11	9.1
NC SCHL OF THE ARTS (1)	--	--	--	--	38.5	38.5	1.0	87	40	1	0	8.6
U OF NC AT WILMINGTON (1)	48.4	40.9	34.9	28.3	32.7	39.6	0.1	325	31	60	9	8.6
PEMBROKE STATE U (1)	51.8	39.5	33.5	29.2	32.2	40.4	-0.6	144	27	49	1	9.0
WESTERN CAROLINA U (1)	49.9	41.7	34.5	+	31.1	#	-0.5	289	31	63	6	8.9
Doctoral												
APPALACHIAN STATE U (1)	47.4	40.2	34.2	27.7	30.9	40.8	-0.2	520	29	62	4	8.7
EAST CAROLINA U (1)	54.1	41.2	36.6	26.5	32.3	40.9	0.2	677	34	57	14	8.9
U OF NC AT CHAPEL HILL (1)	64.8	43.5	38.9	30.4	39.4	52.6	1.5	910	25	72	29	10.3
U OF NC AT GREENSBORO (1)	58.7	42.8	36.6	25.9	32.2	42.0	-0.1	555	42	57	4	8.9
NC STATE U AT RALEIGH (1)	65.0	45.1	36.2	29.3	26.2	46.2	0.4	898	23	59	28	9.5
Private Institutions												
AA												
BREVARD C (1)	31.9	27.6	24.0	22.9	--	25.6	6.0	51	41	29	4	5.1
LOUISBURG C (1)	33.0	27.1	25.8	23.3	--	28.2	0.2	36	39	69	0	6.5
PEACE C (1)	37.4	32.5	28.9	+	--	#	3.1	28	75	61	0	7.6
ST MARY'S C (1)	35.1	28.3	25.2	19.6	--	26.0	-6.7	35	74	43	0	4.1
BA												
BARTON C (1)	34.1	28.9	28.4	24.5	--	29.6	4.4	85	46	35	0	6.0
BARBER-SCOTIA C (1)	30.2	30.9	27.4	25.0	--	28.2	--	49	29	0	0	5.5

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Inst./ Lect. (\$)	No Rank (\$)	Avg. (\$)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. (\$)
BELMONT ABBEY C (1)	34.8	31.9	27.8	+	--	#	-0.5	49	35	45	0	5.6
BENNETT C (1)	33.0	32.6	27.5	24.9	--	29.4	--	52	60	8	0	4.4
CHOWAN C (1)	35.5	30.3	27.2	+	--	#	0.4	42	38	67	11	6.3
DAVIDSON C (1)	59.4	45.4	35.5	+	--	#	4.3	126	25	77	0	13.8
EAST COAST BIBLE C (1)	+	--	18.6	+	--	20.4	0.7	8	50	25	11	3.4
GREENSBORO C (1)	37.3	32.3	29.2	22.3	--	32.1	0.2	43	40	28	0	7.2
GUILFORD C (1)	46.7	40.0	34.1	+	--	#	9.4	85	34	72	0	9.3
HERITAGE BIBLE C (1)	--	--	--	--	--	--	--	--	--	--	100	--
HIGH POINT U (1)	45.9	37.8	30.8	22.8	--	33.2	5.7	88	33	39	0	8.0
JOHN WESLEY C (1)	7.6	+	+	--	--	8.5	--	6	0	0	0	4.4
JOHNSON C SMITH U (1)	38.5	32.2	32.3	25.4	--	32.3	14.8	83	39	31	0	12.3
LIVINGSTONE C (1)	--	--	--	--	--	--	--	--	--	--	100	--
MARS HILL C (1)	35.0	30.0	25.7	24.0	--	30.5	-1.0	75	43	69	4	5.5
METHODIST C (1)	32.8	29.6	28.1	+	--	#	4.0	55	36	42	5	5.5
MONTREAT-ANDERSON C (1)	29.0	--	--	--	--	29.0	-3.9	23	17	39	4	8.2
MOUNT OLIVE C (1)	--	--	--	--	28.9	28.9	5.1	30	50	0	9	5.1
NC WESLEYAN C (1)	38.1	31.3	28.8	+	--	#	7.5	46	33	43	0	6.6
PIEDMONT BIBLE C (1)	--	--	--	--	14.8	14.8	--	3	67	0	73	2.2
ROANOKE BIBLE C (1)	--	--	--	--	--	--	--	--	--	--	100	--
ST AUGUSTINE'S C (1)	51.1	31.3	25.3	22.5	--	27.1	--	73	41	7	18	5.5
SHAW U (1)	+	26.6	25.3	22.1	--	#	--	86	33	5	17	5.5
ST ANDREWS PRESBYTERIAN C (1)	34.6	30.0	26.3	+	--	#	-1.6	45	27	56	0	6.1
WINSTON SALEM BIBLE C (4)	--	--	--	--	--	--	--	--	--	--	--	--
BA+												
CATAWBA C (1)	35.2	31.6	27.2	+	--	#	0.2	62	35	68	6	6.7
ELON C (1)	44.3	37.5	32.2	25.9	--	35.6	4.0	136	39	35	0	7.8
GARDNER-WEBB C (1)	32.2	29.7	27.5	23.5	--	28.9	4.3	79	43	42	6	5.1
LEES-MCRAE C (1)	+	28.4	23.3	+	+	25.7	--	35	43	11	22	4.3
LENOIR-RHYNE C (1)	37.8	32.2	32.1	+	--	#	0.3	89	39	67	6	8.5
MEREDITH C (1)	43.5	37.1	32.8	29.6	--	36.7	3.9	102	62	53	0	6.4
PFEIFFER C (1)	39.0	32.9	26.7	+	--	#	1.1	47	40	32	0	6.3
QUEENS C (1)	44.8	36.6	30.4	24.9	--	34.1	1.2	66	47	30	0	6.9
SALEM C (1)	36.1	31.9	27.2	25.5	--	30.7	1.9	45	40	49	0	7.7
WARREN WILSON C (1)	--	--	--	--	--	--	--	--	--	--	100	--
WINGATE C (1)	35.6	29.7	28.2	22.7	--	30.2	2.7	74	38	0	4	7.0
Doctoral												
CAMPBELL U INC (4)	49.9	38.8	32.3	25.3	--	39.6	--	249	33	52	14	--
DUKE U (4)	76.4	52.2	43.9	31.7	39.2	59.7	--	564	24	65	13	--
S.E. BAPTIST THEOL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
WAKE FOREST U (1)	65.7	50.5	41.0	36.1	--	53.3	8.3	313	24	66	0	11.3

NORTH DAKOTA*Public Institutions***AA**

BISMARCK STATE C (1)	--	35.1	29.0	23.5	--	31.5	-1.1	57	37	61	33	8.5
FORT BERTHOLD CC (1)	--	--	--	--	19.5	19.5	--	5	40	0	38	2.9
U OF ND-LAKE REGION (1)	--	--	--	--	29.5	29.5	1.0	20	35	50	13	9.0
LITTLE HOOP CC (1)	--	--	--	22.2	--	22.2	--	4	75	75	92	4.8
ND STATE C OF SCIENCE (1)	--	--	--	--	30.8	30.8	-0.8	118	24	75	8	9.4
ND STATE U OF BOTTINEAU (2)	--	--	--	--	--	--	--	--	--	--	--	--
U OF ND-WILLISTON (1)	--	+	39.5	29.4	--	#	11.6	28	32	39	10	8.4
STANDING ROCK C (1)	--	--	--	--	22.9	22.9	--	13	46	100	0	6.4
TURTLE MOUNTAIN CC (1)	--	--	--	--	24.5	24.5	--	19	47	0	0	5.2

BA

DICKINSON STATE U (1)	39.4	35.0	29.4	26.8	--	31.6	-1.4	62	29	42	7	8.1
MAYVILLE STATE U (1)	40.8	37.5	31.0	23.2	--	33.7	-2.5	36	14	53	0	8.6
VALLEY CITY STATE U (1)	39.7	36.2	30.8	27.4	--	33.1	-2.7	56	38	59	0	8.2

BA+

MINOT STATE U (1)	44.7	37.3	32.2	28.0	--	35.0	--	157	37	56	7	9.0
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	Prof.	Assoc.	Asst.	Lect.	Rank	Avg.	Chg.	# of	%	%	%	%	Avg.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(%)	(\$)
Doctoral													
U OF ND-MAIN CAMPUS (1)	46.1	38.9	33.3	24.7	--	37.3	--	429	33	53	9	9.3	
ND STATE U MAIN CAMPUS (5)	47.1	38.7	34.5	29.7	--	37.5	1.9	290	20	48	38	6.5	
Private Institutions													
AA													
UNITED TRIBES TECH C (1)	--	--	--	--	20.4	20.4	2.9	31	61	0	0	5.2	
BA													
JAMESTOWN C (1)	37.1	30.8	25.5	22.7	--	29.2	--	47	34	0	0	5.7	
MEDCTR ONE C OF NURSING (1)	--	+	35.1	--	--	#	--	10	100	0	17	5.2	
ST ALEXIUS SCHL OF MED/TECH (4)	44.3	35.5	30.3	25.9	--	35.1	--	46	37	48	2	--	
TRINITY BIBLE C (1)	--	--	--	--	18.4	18.4	1.8	17	35	0	0	6.4	
BA+													
U OF MARY (1)	39.0	32.2	29.8	24.0	--	30.6	6.1	70	49	0	0	7.5	
TRI C U (4)	44.4	35.5	30.4	25.9	--	34.8	--	33	36	45	3	--	
OHIO													
Public Institutions													
AA													
U OF AKRON, WAYNE C (1)	45.0	35.4	30.5	+	--	#	-0.3	22	45	45	4	9.3	
BELMONT TECH C (1)	--	--	--	--	30.3	30.3	4.9	35	54	0	3	8.2	
BOWLING GREEN STATE U FIRELANDS (1)	48.7	45.9	39.3	28.5	--	38.6	6.9	34	24	59	0	12.5	
CENTRAL OH TECH C (1)	--	--	--	--	31.1	31.1	--	44	57	39	4	8.2	
CINCINNATI TECH C (1)	--	--	--	--	42.0	42.0	--	148	44	72	3	16.9	
U OF CINCINNATI CLERMONT C (1)	+	43.1	31.9	+	--	38.9	1.2	23	52	74	0	10.2	
U OF CIN RAYMOND WALTERS C (1)	52.5	42.9	29.9	23.2	--	38.8	0.3	93	61	71	0	10.1	
CLARK STATE CC (1)	40.0	33.2	31.3	27.2	--	32.5	2.0	54	59	0	0	9.1	
COLUMBUS STATE CC (1)	44.0	35.5	30.5	25.7	--	34.9	--	181	49	63	0	5.1	
CUYAHOGA CC DIST (1)	53.3	49.6	42.0	35.0	--	45.0	5.0	398	46	77	0	11.2	
EDISON STATE CC (1)	37.8	33.6	31.7	28.0	--	33.0	4.0	40	38	75	0	7.5	
HOCKING TECH C (1)	--	--	--	--	--	--	--	--	--	--	100	--	
JEFFERSON TECH C (1)	42.6	39.9	34.0	29.3	--	35.7	9.1	41	59	0	0	12.0	
KENT ST U-ASHTABULA REG CAM (1)	+	49.1	35.1	--	--	#	1.3	26	35	69	0	11.2	
KENT ST U-E. LIVERPOOL REG CAM (1)	--	41.8	32.8	--	--	35.3	1.8	18	56	56	0	10.5	
KENT STATE U-STARK CAMPUS (1)	54.5	48.0	37.7	+	--	#	-1.1	48	29	77	2	11.5	
KENT ST U-TRUMBULL REG CAM (1)	+	47.5	33.1	28.9	--	#	-1.1	46	28	72	2	10.8	
KENT ST U-TUSCARAWAS REG CAM (1)	+	45.5	36.4	+	--	40.0	1.7	29	34	76	0	11.2	
KENT ST-U SALEM REG CAM (1)	+	+	33.3	--	--	36.1	4.3	17	35	47	11	10.6	
KENT ST-U GEauga CAMPUS (1)	--	+	38.4	--	--	#	14.7	6	17	67	0	11.6	
LAKELAND CC (1)	53.6	49.7	43.4	34.4	--	47.6	5.4	99	38	78	0	12.2	
LIMA TECH C (1)	+	38.6	31.7	28.5	--	#	--	64	59	0	11	9.1	
LORAIN COUNTY CC (1)	48.1	42.8	32.3	29.7	--	37.5	-2.0	94	48	73	0	10.4	
MARION TECH C (1)	34.1	31.6	30.6	27.9	--	31.5	2.7	31	68	0	9	21.9	
MIAMI U-HAMILTON (1)	54.9	43.0	36.1	29.1	--	39.8	-2.9	52	56	62	0	11.3	
MUSKINGUM AREA TECH C (1)	42.6	34.4	31.4	27.5	--	31.4	--	51	33	0	0	9.5	
NORTH CENTRAL TECH C (1)	37.2	33.5	32.4	26.5	--	32.9	4.1	53	51	0	36	9.3	
NW TECH C (1)	--	--	--	--	31.2	31.2	--	38	55	79	0	11.0	
OH STATE U AGRIL TECH INST (1)	--	41.5	38.0	33.5	--	38.7	9.0	21	19	71	48	9.8	
OWENS TECH C (1)	40.8	34.8	31.1	26.4	--	32.5	3.1	94	40	69	0	8.6	
SINCLAIR CC (1)	46.2	38.1	31.9	24.7	--	39.2	6.0	315	50	62	2	9.9	
STARK TECH C (1)	--	35.1	29.7	26.2	--	30.1	-0.6	82	45	0	15	12.6	
SOUTHERN STATE CC (1)	--	35.1	35.0	30.7	--	33.3	--	43	49	0	0	10.3	
TERRA TECH C (1)	38.1	36.3	32.2	36.1	--	33.7	--	62	29	87	0	13.8	
WA STATE CC (1)	--	--	--	--	26.7	26.7	3.7	37	51	0	14	7.9	
WRIGHT STATE U-LAKE CAMPUS (1)	+	+	33.9	+	--	34.9	6.0	19	11	68	10	9.0	
BA													
MIAMI U MIDDLETOWN (1)	51.9	46.2	35.3	27.4	+	#	-3.3	48	48	63	0	11.2	
OH U EASTERN CAMPUS (1)	+	+	39.1	+	--	40.4	-2.1	16	13	69	0	11.7	
OH U CHILLICOTHE BRANCH (1)	+	39.6	35.3	--	--	#	4.2	22	23	91	0	11.5	
OH U ZANESVILLE BRANCH (1)	+	44.0	34.5	28.7	--	#	5.0	26	46	77	0	11.7	
SHAWNEE STATE U (1)	50.3	43.9	36.4	30.6	--	40.5	--	120	43	37	0	12.7	

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Inst./ Lect. (\$)	No Rank (\$)	Avg. (\$)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. (\$)
BA+												
CENTRAL STATE U (1)	51.0	42.0	35.2	28.9	--	38.9	--	118	25	67	8	11.2
OH STATE U-LIMA CAMPUS (1)	+	44.7	33.5	23.6	--	#	-4.4	40	28	55	5	9.6
OH STATE U-MANSFIELD CAMPUS (1)	+	38.2	34.3	--	--	#	1.2	36	22	67	8	9.6
OH STATE U-MARION CAMPUS (1)	51.1	41.7	33.0	+	--	#	0.3	27	37	59	4	9.9
OH STATE U-NEWARK CAMPUS (1)	51.2	41.0	35.3	+	--	#	-2.5	35	31	66	3	9.8
OH U LANCASTER BRANCH (1)	+	43.3	33.1	+	--	40.5	0.5	29	24	86	0	11.7
Doctoral												
AIR FORCE I OF TECHNOLOGY (4)	--	--	--	--	--	--	--	--	--	--	100	--
U OF AKRON MAIN CAMPUS (1)	55.9	43.0	38.1	31.8	--	46.1	-0.3	705	30	74	4	11.5
BOWLING GREEN ST U-MAIN CAM (1)	59.3	45.5	38.0	26.1	--	46.1	2.5	645	29	69	5	14.4
U OF CINCINNATI MAIN CAMPUS (1)	66.0	47.8	39.7	29.8	--	52.8	-0.3	1,067	26	75	4	13.8
CLEVELAND STATE U (1)	60.0	44.8	38.6	29.2	--	47.2	0.5	523	25	70	6	11.8
KENT STATE U MAIN CAMPUS (1)	63.7	46.0	38.7	31.5	--	49.3	-0.6	660	27	74	9	12.6
MEDICAL C OF OH (4)	52.3	43.3	36.6	+	--	#	--	28	29	71	3	--
MIAMI U OXFORD CAMPUS (1)	60.1	46.0	36.3	28.5	26.0	46.7	-2.0	748	28	69	0	13.2
OH STATE U-MAIN CAMPUS (1)	69.1	48.3	41.0	28.0	--	53.3	-1.6	1,580	25	74	18	11.9
OH U MAIN CAMPUS (1)	60.9	47.1	37.9	35.0	--	49.2	0.5	680	22	75	0	13.0
U OF TOLEDO (1)	58.2	42.6	36.0	27.3	--	46.2	-0.3	535	23	71	9	11.7
WRIGHT STATE U MAIN CAMPUS (1)	60.4	44.8	37.9	25.2	--	45.2	3.1	407	28	65	17	10.6
YOUNGSTOWN STATE U (1)	57.7	44.4	35.1	28.1	--	47.2	-0.1	465	28	78	0	12.5
Private Institutions												
AA												
FAIRVIEW GENRL HOSP SCHL OF NURS (4)	--	--	+	--	+	#	--	2	100	0	50	--
KETTERING C MEDICAL ARTS (1)	+	+	--	--	--	32.3	--	3	100	0	93	8.0
ST. ELIZABETH HOSP MED CTR SCHL OF RA (1)	--	--	--	--	29.2	29.2	--	3	67	0	0	--
BA												
ALLEGHENY WESLEYAN C (4)	--	--	--	--	6.5	6.5	--	3	100	100	40	--
ANTIOCH C (1)	43.8	35.7	28.4	+	24.6	#	0.4	64	39	53	0	10.5
ART ACADEMY OF CINCINNATI (1)	36.7	29.1	26.9	22.0	--	29.7	-6.3	17	41	0	0	6.7
BLUFFTON C (1)	35.0	29.2	26.1	+	--	#	4.0	43	30	47	4	8.8
CEDARVILLE C (1)	39.7	34.8	29.0	24.1	--	33.6	3.4	114	26	56	6	8.5
CINCINNATI C OF MORTUARY SCI (1)	--	--	--	--	--	--	--	--	--	--	100	--
CIRCLEVILLE BIBLE C (1)	22.6	+	21.1	+	--	21.7	-7.4	11	45	0	0	6.0
CLEVELAND I OF ART (1)	35.5	27.9	+	--	+	32.2	--	27	37	0	0	10.4
COLUMBUS C OF ART AND DESIGN (1)	34.4	30.2	27.2	23.4	--	27.7	1.5	57	23	0	10	8.3
DENISON U (1)	54.0	41.5	33.5	29.3	--	42.7	3.7	157	35	55	0	13.4
FRANKLIN U (1)	--	--	--	--	+	#	--	1	0	0	98	2.8
GOD'S BIBLE SCHL AND C (4)	+	+	+	--	--	38.5	--	6	33	67	0	--
HIRAM C (1)	45.2	36.1	29.1	26.5	--	36.8	5.4	79	35	58	0	10.5
KENYON C (1)	59.0	43.1	37.1	33.5	--	46.9	4.4	123	32	63	0	12.2
LOURDES C (1)	+	28.5	28.1	23.7	--	#	16.3	34	74	0	13	7.0
MARIETTA BIBLE C INC (4)	--	--	--	--	--	--	--	--	--	--	--	--
MOUNT CARMEL C OF NURSING (4)	47.0	37.1	+	--	--	#	--	8	25	75	0	--
MOUNT UNION C (1)	45.9	38.3	32.5	27.0	--	37.2	-0.3	77	26	57	3	9.5
OH DOMINICAN C (1)	44.9	36.1	30.7	25.5	--	35.6	--	53	55	62	0	8.6
OH NORTHERN U (1)	54.8	42.0	37.8	29.6	--	44.6	2.9	179	25	54	0	10.7
OH WESLEYAN U (1)	52.8	38.8	34.6	30.3	--	44.5	2.6	134	34	67	0	14.4
TEMPLE BAPTIST C (4)	--	--	--	--	--	--	--	--	--	--	--	--
URBANA U (1)	32.3	26.4	22.8	21.8	--	25.7	--	34	24	41	0	5.6
WILBERFORCE U (4)	46.5	37.0	31.6	26.6	+	#	--	45	36	47	0	--
WILMINGTON C (1)	38.4	33.7	28.8	--	--	31.9	5.2	57	33	47	2	6.7
WITTENBERG U (1)	54.8	42.5	35.2	29.3	--	44.1	1.9	146	28	76	0	12.7
C OF WOOSTER (1)	54.8	41.7	34.1	30.5	--	44.6	4.4	127	36	61	0	12.6
BA+												
ATHENAEUM OF OH (1)	--	--	--	--	--	--	--	--	--	--	100	--
AULTMAN HOSPITAL SCHOOL OF NURSE ANESTHESIA (4)	--	--	--	--	--	--	--	--	--	--	--	--
BALDWIN-WALLACE C (1)	50.6	40.4	35.3	+	--	#	4.3	138	28	66	6	11.9

	Prof. (\$)	Assc. (\$)	Asst. (\$)	Inst./ Lect.	No Rank	Avg. (\$)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. (\$)
CAPITAL U (1)	52.2	38.2	35.3	25.4	--	41.8	3.9	124	41	58	11	11.4
CINCINNATI BIBLE C & SEM (1)	31.4	27.3	+	+	--	28.6	--	26	15	0	0	8.8
CLEVELAND C OF JEWISH STUDIES (4)	46.7	37.0	31.6	26.6	+	#	--	37	35	46	0	--
DEFIANCE C (1)	36.8	32.9	26.8	27.3	--	32.5	4.8	52	25	73	0	5.3
DYKE C (1)	+	27.5	22.5	21.3	--	#	10.7	18	44	67	0	3.9
THE U OF FINDLAY (1)	39.8	36.5	34.2	22.3	--	33.5	10.4	96	39	49	13	8.1
HEIDELBERG C (1)	39.4	32.3	29.0	25.7	--	32.0	3.6	70	33	56	0	6.9
JOHN CARROLL U (1)	56.8	46.1	38.2	28.1	--	45.3	9.0	199	29	56	0	11.9
LAKE ERIE C (1)	26.1	28.0	25.5	22.4	--	26.2	--	26	31	42	13	6.6
MALONE C (1)	39.7	34.2	29.8	25.3	--	33.6	--	69	39	36	0	8.8
MARIETTA C (1)	41.5	35.1	28.4	25.0	--	34.8	-2.9	72	21	56	0	11.4
MOUNT VERNON NAZARENE C (1)	35.2	31.3	27.3	--	--	31.1	3.3	53	25	0	4	8.0
C OF MOUNT ST JOSEPH (1)	44.3	39.8	32.7	27.9	--	35.1	7.8	78	64	28	0	7.1
MUSKINGUM C (1)	43.6	35.2	28.3	27.3	--	34.8	0.6	75	24	61	1	10.4
NOTRE DAME C (1)	+	27.1	25.3	--	--	#	0.6	22	55	0	0	5.2
OBERLIN C (1)	56.9	43.6	38.1	32.9	--	48.6	3.9	237	27	72	0	15.8
OTTERBEIN C (1)	42.8	36.9	32.4	30.1	--	35.2	--	128	45	40	2	8.8
PONTIFICAL C JOSEPHINUM (1)	--	--	--	--	--	--	--	--	--	--	100	--
U OF RIO GRANDE (1)	40.4	35.6	46.0	29.2	--	34.4	--	90	34	54	0	15.3
ST MARY SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
FRANCISCAN U OF STEUBENVILLE (1)	42.9	34.3	29.6	+	--	#	5.6	79	30	43	0	9.9
TIFFIN U (1)	45.2	36.1	32.2	+	--	#	-3.1	24	33	0	0	8.2
TRINITY LUTHERAN SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
URSULINE C (1)	39.2	33.2	28.0	25.2	--	29.3	6.9	62	85	21	6	6.6
WALSH C (1)	39.7	33.4	27.2	23.1	--	33.1	7.2	45	42	60	4	8.6
WINEBRENNER THEOL SEM (1)	33.9	+	--	--	--	#	-12.5	6	17	67	0	8.7
XAVIER U (1)	55.1	45.5	39.1	25.9	--	43.8	3.0	231	36	58	0	10.9
Doctoral												
ASHLAND U (1)	43.8	37.4	31.6	24.7	--	36.7	--	156	35	47	5	8.6
CASE WESTERN RESERVE U (1)	73.3	51.2	45.2	33.1	--	57.7	--	449	26	64	11	13.1
CLEVELAND I OF MUSIC (1)	--	--	--	--	--	--	--	--	--	--	100	--
U OF DAYTON (1)	56.8	45.9	37.6	26.6	--	45.7	3.9	377	21	63	10	12.6
HEBREW UNION C-JEWISH I OF RELIG (4)	--	--	--	--	--	--	--	--	--	--	100	--
METHODIST THEOL SCHL OH (4)	+	+	+	--	--	42.8	--	6	33	67	0	--
RABBINICAL C TELSHE (4)	+	+	+	--	--	39.0	--	5	20	60	0	--
ST THOMAS I (4)	--	--	--	--	--	--	--	--	--	--	--	--
THE UNION I (4)	46.6	37.1	31.6	26.6	+	#	--	58	33	52	0	--
UNITED THEOL SEM (4)	50.7	42.3	35.1	--	--	42.7	--	15	27	60	6	--

OKLAHOMA*Public Institutions***AA**

CARL ALBERT STATE C (1)	--	--	--	--	28.8	28.8	-0.6	31	32	0	14	6.8
CONNORS STATE C (1)	--	--	--	--	32.5	32.5	--	39	44	0	7	8.0
EASTERN OK STATE C (1)	--	--	--	--	32.5	32.5	0.4	46	43	67	6	7.0
REDLAND CC (1)	--	--	--	--	30.5	30.5	--	24	54	33	11	8.5
MURRAY STATE C (1)	--	--	--	--	28.6	28.6	-1.0	38	39	37	14	5.0
NORTHERN OK C (1)	--	--	--	--	30.0	30.0	--	42	45	48	7	8.0
NORTHEASTERN OK AGRL & MECH C (1)	--	--	--	--	30.0	30.0	--	83	43	76	9	7.5
OK STATE U, OK CITY (1)	34.9	29.4	28.8	25.0	--	28.9	--	41	59	46	33	8.4
OK CITY CC (1)	--	--	--	--	33.5	33.5	1.8	101	51	0	3	8.9
OK STATE U, OKMULGEE (4)	--	--	--	--	24.3	24.3	--	50	40	0	62	--
ROGERS STATE C (1)	--	--	--	--	+	#	--	1	0	0	98	7.5
ROSE STATE C (1)	--	--	--	--	33.2	33.2	2.4	130	48	73	14	9.0
SEMINOLE JR C (1)	--	--	--	--	32.9	32.9	--	40	40	55	9	7.2
TULSA JR C (1)	--	--	--	--	35.7	35.7	--	202	56	0	15	8.1
WESTERN OK STATE C (1)	--	--	--	--	32.7	32.7	--	35	31	60	22	5.3

BA

PANHANDLE STATE U (1)	40.0	35.7	31.0	27.4	--	33.7	--	49	35	24	8	8.2
U OF SCIENCE AND ARTS OF OK (1)	37.9	32.5	29.7	25.7	--	31.9	--	44	48	75	19	7.2

	Prof.	Assoc.	Asst.	Inst./	No		%	# of	%	%	%	Avg.
	(\$)	(\$)	(\$)	Lect.	Rank	Avg.	Chg.	Fac.	Fem.	Tnrd.	11/12	Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
BA+												
CAMERON U (1)	41.1	35.0	31.8	24.7	--	33.5	--	177	34	56	4	9.1
U OF CENTRAL OK (1)	50.3	44.2	38.7	32.2	--	41.6	1.4	377	37	54	0	8.8
EAST CENTRAL U (1)	44.1	39.6	34.9	28.3	--	37.3	--	160	33	64	0	8.4
LANGSTON U (4)	53.1	38.9	31.7	31.2	--	36.1	--	67	43	19	3	--
NORTHEASTERN STATE U (1)	44.4	37.6	33.7	30.4	--	36.3	0.9	243	33	45	9	9.0
NORTHWESTERN OK STATE U (1)	42.2	37.0	31.2	25.9	--	31.1	--	68	46	24	16	6.7
SOUTHEASTERN OK STATE U (1)	45.1	39.6	33.8	27.1	--	35.3	--	143	34	42	5	7.8
SOUTHWESTERN OK STATE U (1)	44.7	42.1	38.3	28.9	--	37.6	--	213	33	53	4	9.1
Doctoral												
U OF OK HEALTH SCIENCES CTR (1)	+	+	29.3	24.2	32.2	30.4	--	22	95	5	93	6.1
OK STATE U MAIN CAMPUS (1)	52.7	40.7	36.6	27.1	--	43.1	--	605	21	66	29	11.0
U OF OK NORMAN CAMPUS (1)	56.4	42.7	36.2	20.8	--	44.1	--	691	23	58	14	10.2
<i>Private Institutions</i>												
AA												
BACONE C (1)	+	22.6	18.9	17.1	--	#	6.3	19	84	0	17	4.0
ST GREGORY'S C (1)	--	--	--	--	25.4	25.4	5.8	10	60	50	0	5.1
BA												
BARTLESVILLE WESLEYAN C (1)	--	--	--	--	25.5	25.5	--	30	20	0	0	9.7
HILLSDALE FREE WILL BAPTIST C (1)	--	--	--	--	19.8	19.8	-2.5	6	50	0	0	5.1
OK BAPTIST U (1)	37.6	33.0	25.9	+	--	#	1.0	94	44	60	3	8.8
BA+												
SOUTHERN NAZARENE U (1)	31.1	27.4	25.4	+	--	#	6.2	47	38	21	0	9.3
OK CHRISTIAN U OF SCI & ARTS (4)	39.3	34.0	28.2	23.1	+	#	--	57	28	40	15	--
OK CITY U (1)	48.6	38.6	20.5	31.1	24.2	36.4	--	140	33	56	8	6.5
PHILLIPS U (1)	32.3	32.1	27.0	+	--	#	--	43	30	49	2	5.8
Doctoral												
ORAL ROBERTS U (4)	41.8	36.1	29.5	24.8	--	32.1	--	142	30	23	12	--
U OF TULSA (1)	64.1	46.6	38.9	27.2	--	47.9	3.4	293	27	58	0	11.2
OREGON												
<i>Public Institutions</i>												
AA												
BLUE MOUNTAIN CC (1)	--	--	--	--	38.4	38.4	2.8	74	34	74	3	13.0
CENTRAL OR CC (1)	45.9	40.2	34.8	30.7	--	37.6	6.7	85	36	53	0	10.5
CHEMEKETA CC (1)	--	--	--	--	38.2	38.2	6.5	210	49	0	13	13.6
CLACKAMAS CC (1)	--	--	--	--	39.2	39.2	5.7	126	44	85	0	13.4
CLATSOP CC (1)	--	--	--	--	32.2	32.2	-0.0	29	38	69	0	12.1
LANE CC (1)	--	--	--	--	35.2	35.2	2.2	287	48	100	0	13.3
LINN-BENTON CC (1)	--	--	--	--	33.2	33.2	13.8	159	50	0	0	10.3
MT HOOD CC (1)	--	--	--	--	40.2	40.2	5.2	151	44	81	14	14.1
PORTLAND CC (1)	--	--	--	--	37.3	37.3	2.7	367	49	82	0	12.6
ROGUE CC (1)	--	--	--	--	33.5	33.5	--	61	54	100	5	13.0
SOUTHWESTERN OR CC (1)	38.4	35.2	31.5	29.1	--	35.0	5.6	48	38	71	11	13.4
TREASURE VALLEY CC (1)	--	--	--	--	31.4	31.4	-3.2	51	41	73	9	13.0
UMPQUA CC (1)	--	36.2	30.4	--	--	35.3	-7.6	60	47	0	0	11.6
BA												
OR I OF TECHNOLOGY (1)	47.9	41.0	37.1	30.2	--	41.0	6.3	127	25	54	6	4.1
BA+												
EASTERN OR STATE C (1)	44.3	34.5	29.9	22.6	--	35.1	1.5	66	26	53	4	11.0
SOUTHERN OR STATE C (1)	45.0	36.7	30.3	27.3	--	38.2	5.3	166	30	60	3	8.0
WESTERN OR STATE C (1)	42.1	34.9	30.3	22.1	--	34.7	-0.7	153	25	61	1	10.9
Doctoral												
OR HEALTH SCIENCE U (1)	--	--	31.5	27.9	--	30.1	6.9	18	94	0	89	9.7
OR STATE U (1)	54.6	43.9	38.9	25.6	25.2	44.6	5.3	459	23	67	24	12.8
U OF OR (1)	56.0	42.0	35.5	27.5	--	44.7	6.9	611	28	68	5	12.5
PORTLAND STATE U (1)	50.9	40.8	37.5	25.7	+	#	5.6	402	29	69	9	8.6

	Prof.	Assc.	Asst.	Inst./	No		%	# of	%	%	%	Avg.
	(\$)	(\$)	(\$)	Lect.	Rank	Avg.	Chg.	Fac.	Fem.	Tnrd.	11/12	Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
Private Institutions												
BA												
CONCORDIA C (1)	--	--	--	--	--	--	--	--	--	--	100	--
EUGENE BIBLE C (1)	--	--	--	--	+	#	--	2	100	0	71	3.4
PACIFIC NW C OF ART (1)	--	--	--	--	24.6	24.6	--	18	22	67	0	5.8
WESTERN BAPTIST C (1)	35.2	26.8	22.3	21.0	--	26.2	-2.4	20	25	30	0	9.7
WESTERN STATES CHIROPRACTIC C (1)	--	--	--	--	--	--	--	--	--	--	100	--
BA+												
LEWIS AND CLARK C (1)	55.9	42.9	35.4	27.0	--	44.8	3.1	182	37	58	0	11.4
LINFIELD C (1)	--	--	--	--	--	--	--	--	--	--	100	--
MARYLHURST C (1)	--	--	--	--	--	--	--	--	--	--	--	--
MULTNOMAH SCHL OF BIBLE (1)	--	--	--	--	--	--	--	--	--	--	100	--
NW CHRISTIAN C (1)	30.3	25.2	+	--	--	#	-1.1	10	20	0	0	10.7
U OF PORTLAND (1)	51.7	42.7	36.9	23.6	--	41.0	6.7	132	27	55	0	9.1
REED C (1)	58.2	43.5	36.5	--	--	46.8	-1.2	109	28	56	0	12.6
WARNER PACIFIC C (1)	34.2	28.4	22.4	--	--	27.9	2.7	26	27	0	0	5.9
WILLAMETTE U (1)	57.1	42.4	33.8	28.6	--	46.6	--	154	31	71	0	13.4
WESTERN EVANGELICAL SEM (1)	--	--	--	--	31.4	31.4	--	9	33	0	0	7.7
Doctoral												
GEORGE FOX C (1)	38.6	34.5	27.9	23.6	--	32.4	3.9	58	22	21	15	7.7
OR GRAD I OF SCI & TECH (1)	--	--	--	--	--	--	--	--	--	--	100	--
PACIFIC U (1)	42.2	37.0	33.4	22.0	--	36.0	3.8	89	35	51	12	8.2
WESTERN CONSERV BAPTIST SEM (1)	28.3	+	+	--	--	27.5	-3.3	13	8	85	19	2.8

PENNSYLVANIA**Public Institutions****AA**

CC OF ALLEGHENY COUNTY (1)	46.3	36.0	33.3	23.5	--	40.9	3.4	351	45	78	2	12.8
CC OF BEAVER COUNTY (1)	42.4	39.2	32.4	30.6	--	36.3	8.6	56	52	84	0	14.3
BUCKS COUNTY CC (4)	49.5	44.6	28.3	25.8	--	42.9	--	181	43	77	4	--
BUTLER COUNTY CC (1)	42.0	36.8	30.9	27.4	--	34.7	0.2	54	35	80	0	9.4
DE COUNTY CC (1)	57.0	49.4	39.6	38.4	--	50.8	4.7	125	48	79	0	15.5
HARRISBURG AREA CC-HARRISBURG (1)	53.5	40.8	35.3	29.5	--	45.3	3.1	125	37	75	11	17.0
IN U OF PA-PUNXSUTAWNEY CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
IN U OF PA-ARMSTRONG CAM (2)	--	--	--	--	--	--	--	--	--	--	--	--
LEHIGH COUNTY CC (1)	53.7	42.6	38.4	31.1	--	43.6	4.0	68	41	72	0	13.0
LUZERNE COUNTY CC (1)	50.6	41.7	30.6	30.9	--	39.7	--	92	43	0	27	12.7
MONTGOMERY COUNTY CC (1)	54.6	47.2	34.4	29.5	--	47.1	4.0	136	46	88	0	15.2
NORTHAMPTON COUNTY AREA CC (1)	48.8	43.2	37.4	36.4	--	43.5	9.8	82	43	76	0	13.6
CC OF PHILADELPHIA (1)	53.8	50.7	43.7	30.1	--	47.5	--	314	45	90	11	15.7
U OF PITTSBURGH AT TITUSVILLE (1)	--	37.4	29.3	25.8	--	30.8	4.1	21	38	33	0	8.3
READING AREA CC (1)	40.7	32.5	30.2	27.9	--	34.4	--	46	67	0	4	11.2
THADDEUS STEVENS ST SCHL OF TECH (1)	--	--	--	--	39.5	39.5	9.1	37	11	97	0	14.2
WESTMORELAND COUNTY CC (1)	45.5	40.3	35.7	8	--	35.8	--	83	45	0	7	10.3
HARRISBURG AREA CC-LANCASTER (1)	--	--	--	--	25.3	25.3	--	3	67	0	0	10.4
HARRISBURG AREA CC-LEBANON (1)	--	--	+	25.3	--	#	--	4	75	0	0	10.8

BA

CLARION U OF PA VENANGO CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
PA STATE U NEW KENSINGTON CAM (1)	+	42.9	36.3	31.6	--	#	8.8	41	32	56	7	10.5
PA STATE U SHENANGO CAM (1)	54.2	43.2	36.0	31.5	--	37.5	--	31	32	45	0	10.3
PA STATE U WILKES-BARRE CAMPUS (1)	+	+	37.3	32.2	--	36.8	--	30	20	37	6	10.5
PA ST U WORTHNGTN SCRANTN C (1)	--	43.2	38.0	34.1	--	38.3	1.9	43	23	47	2	10.8
PA STATE U ALLENTOWN CAMPUS (1)	+	41.3	35.2	28.9	--	#	7.3	18	39	50	10	10.5
PA STATE U ALTOONA CAMPUS (1)	+	42.0	34.5	34.6	--	#	--	77	25	47	0	10.3
PA STATE U BEAVER CAMPUS (1)	+	44.4	37.2	28.0	--	#	-3.0	44	23	48	6	10.3
PA STATE U BERKS CAMPUS (1)	51.0	41.6	37.5	32.9	--	38.4	--	43	28	49	10	10.6
PA STATE U DE CAMPUS (1)	56.6	43.5	34.7	28.6	--	37.7	-0.1	51	45	51	0	10.2
PA STATE U DU BOIS CAMPUS (1)	--	38.8	35.3	31.1	--	34.9	3.5	40	30	33	0	9.5
PA STATE U FAYETTE CAMPUS (1)	--	46.8	37.7	29.7	--	36.9	--	37	22	43	3	10.8
PA STATE U HAZLETON CAMPUS (1)	50.4	40.6	33.9	27.6	--	35.1	0.6	44	25	43	6	9.8

	Prof. (\$)	Assc. (\$)	Asst. (\$)	Inst./ Lect. (\$)	No Rank (\$)	Avg. (\$)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. (\$)
PA STATE U MCKEESPORT CAMPUS (1)	52.9	41.0	35.6	32.2	--	36.9	0.6	49	31	49	2	10.1
PA STATE U MONT ALTO CAMPUS (1)	+	41.6	34.8	30.0	--	#	4.5	38	42	45	7	10.1
PA STATE U OGONTZ CAMPUS (1)	53.1	44.3	35.5	25.5	--	35.8	-8.3	92	41	46	0	10.0
PA STATE U SCHUYLKILL CAMPUS (1)	+	42.9	38.6	28.6	--	#	3.3	35	23	51	0	10.3
PA STATE U YORK CAMPUS (1)	+	40.6	37.4	25.2	--	#	-2.2	41	29	46	7	10.1
U OF PITTSBURGH BRADFORD CAMPUS (1)	45.7	42.0	33.5	27.3	--	36.5	0.5	50	38	40	9	8.3
U OF PITTSBURGH GREENSBURG CAM (1)	47.1	37.5	30.8	26.0	--	34.9	2.7	50	42	48	9	9.4
U OF PITTSBURGH JOHNSTOWN CAM (1)	53.9	42.6	32.4	28.8	--	39.2	3.6	120	27	59	10	9.6
PA C OF TECHNOLOGY (1)	48.1	44.2	39.9	35.2	--	40.0	5.6	204	25	76	0	11.6
BA+												
BLOOMSBURG U OF PA (1)	59.5	48.4	37.9	32.2	--	47.0	0.7	338	32	59	0	16.3
CA U OF PA (1)	62.6	49.8	39.7	44.5	--	51.2	23.2	318	26	65	2	16.5
CHEYNEY U OF PA (1)	63.0	51.9	39.9	32.9	--	53.0	3.4	87	39	94	0	16.3
CLARION U OF PA (5)	61.6	48.2	38.3	30.9	--	46.9	4.3	331	37	62	1	13.3
EAST STROUDSBURG U OF PA (1)	61.2	49.0	38.6	36.7	--	50.3	6.1	239	35	73	0	14.1
EDINBORO U OF PA (1)	61.5	49.4	38.3	29.9	--	46.8	4.4	391	35	59	2	14.3
KUTZTOWN U OF PA (1)	60.9	48.8	37.8	23.3	--	46.0	-0.2	400	36	65	1	15.0
LINCOLN U (1)	42.2	36.6	30.9	28.2	+	#	8.9	84	36	51	0	7.0
LOCK HAVEN U (1)	63.0	50.7	37.3	32.1	--	46.5	5.0	201	38	60	0	12.8
MANSFIELD U OF PA (1)	61.0	49.5	39.1	29.6	--	46.8	3.0	179	28	60	0	15.4
MILLERSVILLE U OF PA (1)	60.7	49.3	38.8	30.7	--	49.8	5.7	314	34	74	2	16.0
PA STATE U ERIE BEHREND C (1)	59.5	47.8	43.5	34.1	--	41.9	--	130	22	31	4	12.0
SHIPPENSBURG U OF PA (1)	60.7	48.6	38.6	+	--	#	4.1	288	25	72	0	16.0
SLIPPERY ROCK U OF PA (1)	61.5	47.3	39.2	31.2	--	48.3	3.9	378	35	69	1	12.6
WEST CHESTER U OF PA (1)	60.0	48.9	38.8	34.5	--	47.7	--	495	36	64	0	13.0
LOCK HAVEN U-CLEARFIELD CAMPUS (4)	55.4	44.5	37.0	30.5	--	42.2	--	80	33	63	5	--
Doctoral												
IN U OF PA (5)	61.2	49.0	38.6	28.6	--	49.5	4.8	656	33	73	0	16.3
PA STATE U GREAT VALLEY (1)	--	55.7	49.9	--	--	52.0	-2.2	14	21	21	0	13.4
PA STATE U HARRISBURG CAPITAL C (1)	60.9	50.2	41.2	34.4	--	46.5	-1.1	122	20	54	6	12.2
PA STATE U MAIN CAMPUS (1)	68.5	49.3	40.7	27.1	34.5	50.7	--	1,510	26	57	16	12.5
U OF PITTSBURGH MAIN CAMPUS (1)	72.9	50.4	41.6	32.5	31.8	55.1	2.4	793	27	65	41	13.2
TEMPLE U (1)	68.6	53.4	43.3	32.9	--	56.7	5.7	1,095	30	70	5	13.6
Private Institutions												
AA												
ALBERT EINSTEIN MEDICAL CTR (4)	--	--	--	--	--	--	--	--	--	--	--	--
BEREAN I (4)	--	--	--	--	--	--	--	--	--	--	100	--
ELECTRONIC I-HARRISBURG (4)	--	--	--	--	--	--	--	--	--	--	100	--
ELECTRONIC IS (4)	--	--	--	--	--	--	--	--	--	--	100	--
HARCUM JR C (1)	32.2	28.7	24.9	22.1	--	26.4	6.6	26	73	35	30	5.0
JOHNSON TECH I (4)	+	28.2	24.0	21.1	--	#	--	11	64	9	45	--
KEYSTONE JR C (1)	37.5	29.5	23.8	23.7	--	29.5	-3.6	43	58	67	0	8.1
LACKAWANNA JR C (1)	31.7	24.4	24.1	20.0	--	24.1	8.6	25	48	0	0	7.8
MANOR JR C (1)	27.7	25.5	21.1	+	--	#	28.3	11	91	0	31	3.3
NORTHEASTERN CHRISTIAN JR C (1)	--	+	24.2	18.9	--	#	-3.9	8	25	38	20	4.4
PA I OF TECHNOLOGY (4)	--	--	--	--	--	--	--	--	--	--	100	--
PEIRCE JR C (1)	37.2	28.2	+	24.3	--	#	--	28	50	0	0	10.2
PINEBROOK JR C (4)	--	22.6	--	19.8	--	21.2	--	6	50	0	0	--
PITTSBURGH I OF AERONAUTICS (1)	--	--	--	--	--	--	--	--	--	--	100	--
PITTSBURGH I OF MORTUARY SCIENCE (4)	--	--	--	--	--	--	--	--	--	--	--	--
VALLEY FORGE MILITARY C (1)	38.0	30.5	27.1	--	--	31.0	2.2	11	18	0	0	9.8
WILLIAMSON FREE SCHL (4)	+	28.2	24.0	21.1	--	#	--	11	64	9	45	--
BA												
ACADEMY OF THE NEW CHURCH (1)	46.8	+	40.5	33.3	--	#	--	21	14	29	22	13.2
ALBRIGHT C (1)	47.6	38.1	34.3	29.4	--	41.2	0.0	85	40	76	0	12.2
ALLEGHENY C (1)	54.7	40.1	33.2	26.5	--	41.0	2.3	137	28	53	0	11.5
ALVERNIA C (1)	38.3	31.6	28.4	23.8	--	29.4	10.6	57	79	44	0	4.7
CEDAR CREST C (1)	45.1	37.6	29.6	25.9	--	35.0	4.1	58	50	48	6	6.5
CHATHAM C (1)	51.1	40.9	33.1	+	--	#	3.5	45	53	67	0	9.8
DE VALLEY C OF SCI & AGRI (1)	48.3	39.1	33.4	28.1	--	37.6	10.2	64	20	69	0	9.0

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Inst./ Lect. (\$)	No Rank (\$)	Avg. (\$)	Chg. %	# of Fac. (#)	Fem. %	Tnrd. %	% 11/12 %	Avg. Bene. (\$)
DICKINSON C (1)	61.0	46.4	35.7	33.6	--	44.9	2.4	145	31	54	0	12.3
ELIZABETHTOWN C (1)	53.2	44.3	35.9	28.6	--	44.1	4.6	104	22	64	1	12.0
FRANKLIN AND MARSHALL C (1)	64.8	46.2	37.9	34.6	--	49.7	5.2	146	30	62	0	18.0
GETTYSBURG C (1)	61.8	46.2	37.7	34.3	--	46.9	6.6	151	30	64	0	14.1
GROVE CITY C (4)	52.9	41.4	33.8	28.4	+	#	--	114	37	56	5	--
HAVERFORD C (1)	63.7	48.7	37.7	32.2	--	50.2	3.6	95	33	55	0	18.6
JUNIATA C (1)	47.2	38.1	31.4	27.7	--	39.8	3.4	78	26	49	0	11.7
LAFAYETTE C (1)	65.8	49.9	41.0	35.9	--	48.9	3.0	179	26	54	0	14.1
LANCASTER BIBLE C (1)	29.3	26.8	24.6	+	--	#	8.3	16	31	0	24	5.7
LYCOMING C (1)	47.8	42.1	33.4	26.2	--	38.0	4.2	83	25	67	0	10.8
MANNA BIBLE I (4)	--	--	--	--	--	--	--	--	--	--	--	--
MESSIAH C (1)	46.6	38.9	34.3	30.0	--	38.4	5.6	125	30	26	1	10.2
MOORE C OF ART AND DESIGN (1)	33.3	27.6	22.0	--	--	30.2	2.3	37	51	81	0	7.7
MOUNT ALOYSIUS C (1)	+	31.6	29.1	22.1	--	#	6.3	49	76	4	8	5.8
MUHLENBERG C (1)	57.2	43.7	35.7	31.9	--	44.7	--	109	28	58	0	14.6
ST VINCENT C (1)	42.6	38.7	31.0	27.4	--	35.5	6.2	59	17	54	0	11.0
SETON HILL C (1)	47.9	35.3	29.7	24.5	--	33.8	7.8	54	59	24	0	7.9
SUSQUEHANNA U (1)	50.6	40.4	36.5	28.8	--	42.1	4.3	89	28	65	0	10.4
THIEL C (1)	38.9	32.1	27.1	+	--	#	-2.1	59	34	75	0	10.9
URSINUS C (1)	50.4	40.4	35.5	27.3	--	41.9	6.8	87	39	64	0	11.4
VALLEY FORGE CHRISTIAN C (1)	+	25.5	22.5	+	--	23.6	1.6	19	32	16	0	5.2
WILSON C (1)	32.2	32.5	25.6	+	--	#	--	32	53	38	3	4.9
BA+												
ALLENTOWN C-ST FRANCIS DE SALES (1)	47.4	40.6	33.1	26.8	--	35.8	6.0	66	41	26	0	7.9
AM C (1)	--	--	--	--	--	--	--	--	--	--	100	--
BEAVER C (1)	48.6	39.9	32.9	+	--	#	9.8	66	48	39	0	11.5
BIBLICAL THEOL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
BUCKNELL U (1)	65.1	47.9	41.2	+	--	#	2.6	239	27	69	0	14.2
CABRINI C (1)	45.8	37.7	35.5	26.5	--	38.9	1.1	43	56	74	0	7.9
CARLOW C (1)	48.0	36.6	29.5	25.5	--	34.3	4.5	53	68	26	0	8.5
CHESTNUT HILL C (1)	45.8	30.3	26.6	23.5	--	30.4	7.9	35	66	43	0	5.2
CURTIS I OF MUSIC (1)	--	--	--	--	--	--	--	--	--	--	100	--
DICKINSON SCHL OF LAW (1)	86.4	--	57.8	--	--	79.6	0.8	21	29	76	16	16.1
EASTERN C (1)	44.9	36.2	29.9	+	--	#	3.0	48	31	50	0	13.2
EVANGELICAL SCHL OF THEOLOGY (1)	+	34.7	--	--	--	#	12.3	5	20	0	0	7.2
FAITH THEOL SEM (4)	--	--	--	--	--	--	--	--	--	--	100	--
GANNON U (1)	43.1	36.4	32.7	24.8	--	35.7	0.9	164	33	66	10	10.1
GENEVA C (1)	39.6	35.5	29.5	--	--	35.0	3.9	50	12	66	0	10.8
GRATZ C (1)	36.1	+	+	--	--	34.3	-15.6	8	38	50	0	10.0
GWYNEDD-MERCY C (1)	35.7	29.4	25.2	18.7	--	26.4	-1.1	85	79	53	11	5.1
HOLY FAMILY C (1)	44.2	37.1	32.5	28.9	--	34.3	7.9	66	62	24	7	8.7
KING'S C (1)	48.1	41.0	33.8	--	--	39.3	3.3	96	27	53	0	11.2
LA ROCHE C (1)	41.1	35.3	29.0	--	--	34.4	1.3	43	51	0	0	6.1
LA SALLE U (1)	58.9	48.5	43.0	33.2	--	47.1	6.1	212	30	65	0	12.8
LEBANON VALLEY C (1)	44.7	37.5	34.0	--	--	39.4	5.6	67	22	67	0	7.8
LUTHERAN THEOL SEM-GETTYSBURG (1)	--	--	--	--	--	--	--	--	--	--	100	--
MARYWOOD C (1)	50.0	41.1	34.3	26.7	--	39.7	--	118	50	58	2	9.5
MERCYHURST C (1)	42.2	35.5	29.7	24.4	--	32.4	3.9	96	38	36	0	8.5
C MISERICORDIA (1)	46.5	38.6	32.4	+	--	#	--	56	46	43	29	7.4
MNTGMY HOSP SCH OF NURS ANEST (4)	--	--	--	--	--	--	--	--	--	--	--	--
MORAVIAN C (1)	48.0	39.9	33.9	28.8	--	41.2	-3.4	86	26	71	0	10.6
NEUMANN C (1)	40.6	31.5	28.7	+	--	#	8.4	47	68	0	0	6.7
PA C OF OPTOMETRY (1)	--	+	--	--	--	#	--	2	0	100	95	7.4
PA ACADEMY OF FINE ARTS (1)	--	--	--	--	--	8.4	8.4	--	48	27	0	2.8
PHILADELPHIA C OF TEXTILES & SCI (1)	53.7	41.9	35.4	--	--	41.3	--	84	35	55	0	12.6
THE U OF THE ARTS (1)	38.4	33.1	27.0	--	29.5	33.9	--	85	28	73	0	9.3
PHILADELPHIA C OF BIBLE (1)	33.1	30.2	32.3	+	--	#	9.8	28	25	100	0	7.2
POINT PARK C (1)	40.1	31.7	28.2	+	33.9	#	3.7	70	36	80	0	7.9
REFORMED PRESBYTERIAN THEOL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
ROBERT MORRIS C (1)	54.4	43.9	39.1	36.7	--	42.8	9.1	98	24	0	6	11.0
ROSEMONT C (1)	46.0	39.8	29.5	+	--	#	1.9	42	62	76	0	7.8

	Prof.	Assoc.	Asst.	Lect.	Inst./ Rank	No Avg.	% Chg.	# of Fac.	% Fem.	% Tnrd.	% 11/12	Avg. Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
SOUTH CAROLINA												
<i>Public Institutions</i>												
AA												
AIKEN TECH C (4)	--	--	--	--	29.5	29.5	--	55	42	0	0	--
TECH C OF THE LOWCOUNTRY (1)	--	--	--	--	24.0	24.0	2.0	41	61	0	0	4.5
CHESTERFIELD-MARLBORO TECH C (1)	--	--	--	--	26.4	26.4	--	24	42	0	0	7.3
DENMARK TECH C (1)	--	--	--	--	25.5	25.5	--	28	39	0	18	6.3
FLORENCE DARLINGTON TECH C (1)	--	--	--	--	27.1	27.1	--	89	55	0	0	6.9
GREENVILLE TECH C (1)	--	--	--	--	27.6	27.6	--	173	56	0	22	8.2
HORRY-GEORGETOWN TECH C (1)	--	--	--	--	28.8	28.8	4.4	76	43	0	0	7.6
MIDLANDS TECH C (1)	--	--	--	--	28.8	28.8	--	205	56	0	0	7.3
ORANGEBURG CALHOUN TECH C (1)	--	--	--	--	23.8	23.8	-0.7	39	77	0	43	5.6
PIEDMONT TECH C (1)	--	--	--	--	25.7	25.7	0.8	71	44	0	0	5.9
U OF SC AT BEAUFORT (1)	41.6	33.7	29.3	--	--	35.7	--	17	29	65	19	8.2
U OF SC AT LANCASTER (1)	39.6	34.4	29.7	+	--	#	--	19	47	68	24	7.8
U OF SC AT SALKEHATCHIE (1)	41.0	32.0	26.9	+	--	#	--	17	24	59	19	7.6
U OF SC AT SUMTER (1)	40.7	34.4	31.9	+	--	#	--	37	27	70	8	7.4
U OF SC AT UNION (1)	43.7	+	+	+	--	37.2	--	9	11	78	18	8.4
SPARTANBURG TECH C (1)	--	--	--	--	24.1	24.1	--	100	55	0	0	6.1
CENTRAL CAROLINA TECH C (1)	--	--	--	--	25.6	25.6	--	66	50	0	0	6.5
TRI-COUNTY TECH C (1)	--	--	--	--	28.2	28.2	3.8	99	47	0	8	6.8
TRIDENT TECH C (1)	--	--	--	--	29.8	29.8	1.3	183	51	0	0	7.2
WILLIAMSBURG TECH C (1)	--	--	--	--	22.5	22.5	-0.8	12	58	0	0	5.8
YORK TECH C (1)	--	--	--	--	27.0	27.0	--	76	57	0	0	6.2
BA												
U OF SC AT AIKEN (1)	45.8	39.7	31.2	26.6	--	37.4	--	108	45	59	4	8.5
U OF SC AT COASTAL CAROLINA (1)	43.9	37.5	31.5	24.7	--	34.2	--	135	36	53	4	7.9
U OF SC AT SPARTANBURG (1)	43.7	36.2	30.5	25.8	--	36.2	--	135	45	63	0	8.2
BA+												
C OF CHARLESTON (1)	47.3	41.4	31.8	24.3	--	37.0	--	268	35	62	9	8.1
CITADEL MILITARY C OF SC (1)	47.4	41.2	33.3	34.6	--	41.9	--	147	14	65	0	8.9
FRANCIS MARION U (1)	47.2	38.6	32.1	24.0	--	37.9	--	159	26	65	1	8.4
LANDER C (1)	44.1	37.8	34.5	22.2	--	37.3	1.6	112	41	57	3	8.7
WINTHROP U (1)	46.7	38.6	32.8	25.4	--	37.7	--	248	39	55	0	9.4
Doctoral												
CLEMSON U (1)	59.9	44.1	37.9	26.2	--	45.6	3.0	708	25	58	16	9.6
MEDICAL U OF SC (1)	--	41.2	37.8	29.3	+	#	--	28	100	25	86	8.3
U OF SC AT COLUMBIA (1)	58.1	42.6	38.4	28.2	--	47.0	--	935	25	71	12	10.0
SC STATE U (1)	43.8	37.3	31.1	26.9	--	33.6	--	233	44	30	20	7.8
<i>Private Institutions</i>												
AA												
CLINTON JR C (1)	+	--	--	8.7	--	#	8.7	11	73	0	0	0.7
SPARTANBURG METHODIST C (1)	--	--	--	--	29.5	29.5	--	23	52	48	0	5.9
BA												
ANDERSON C (1)	37.4	35.7	29.4	+	--	#	--	57	47	67	0	7.6
BENEDICT C (1)	28.1	25.4	23.2	19.6	--	24.1	--	63	40	43	9	6.2
CLAFLIN C (1)	29.1	27.2	25.3	22.5	+	#	--	55	33	20	0	4.6
COKER C (1)	40.5	34.4	30.3	+	--	#	6.6	45	36	58	0	7.1
GLORYLAND BIBLE C (4)	--	--	--	--	--	--	--	--	--	--	--	--
JOHNSON & WALES U-CHARLSTN (4)	40.9	33.6	28.6	23.7	--	33.3	--	49	35	49	2	--
LIMESTONE C (1)	27.0	27.5	23.1	+	--	#	--	28	32	29	0	3.8
MORRIS C (1)	+	26.0	23.7	19.2	--	#	--	36	33	6	18	3.1
NEWBERRY C (1)	35.7	28.5	23.7	22.1	--	28.4	-1.2	46	22	39	0	2.9
NORTH GREENVILLE C (1)	27.5	24.1	22.6	18.0	--	22.4	5.5	23	43	22	12	7.3
PRESBYTERIAN C (1)	47.1	35.6	30.4	27.7	--	37.9	--	74	19	61	0	10.1
VOORHEES C (1)	23.5	24.6	22.5	19.6	--	21.9	--	31	16	10	3	3.3
WOFFORD C (1)	51.4	40.3	34.3	27.8	--	42.6	--	63	16	76	0	5.2
BA+												
CHARLESTON SOUTHERN U (1)	40.1	35.5	28.7	22.2	--	31.6	--	69	38	20	0	6.0
CENTRAL WESLEYAN C (1)	28.0	27.6	20.7	--	--	25.1	-0.4	23	39	35	39	6.7

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Inst./ Lect. (\$)	No Rank (\$)	Avg. (\$)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. (\$)
COLUMBIA C (1)	41.1	35.6	30.9	--	23.9	35.8	4.7	65	58	68	0	8.5
CONVERSE C (1)	45.8	38.4	31.7	27.4	--	37.1	7.5	77	40	62	0	9.3
FURMAN U (1)	53.7	39.7	32.9	28.7	--	43.5	3.4	188	26	73	0	11.8
Doctoral												
BOB JONES U (4)	49.9	38.8	32.3	25.3	--	39.6	--	171	32	52	13	--
COLUMBIA BIBLE C AND SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
ERSKINE C AND SEM (1)	38.3	+	27.1	+	--	32.6	--	39	31	44	0	2.1
LUTHERAN THEOL SOUTHERN SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
SOUTH DAKOTA												
<i>Public Institutions</i>												
AA												
SISSETON-WAHPETON CC (4)	--	--	--	--	+	#	--	1	0	0	0	--
BA												
DAKOTA STATE U (1)	45.1	34.6	33.1	25.6	--	33.7	2.8	45	33	42	18	6.1
BA+												
BLACK HILLS STATE U (1)	39.5	33.3	28.5	20.9	--	31.0	--	105	23	42	1	5.8
NORTHERN STATE U (1)	43.3	33.6	29.3	26.1	--	33.8	6.3	100	22	57	2	6.3
OGLALA LAKOTA C (4)	44.4	36.7	31.5	+	--	#	--	15	33	67	0	--
Doctoral												
SD SCHL OF MINES & TECHNOLOGY (1)	46.5	39.3	35.5	26.0	--	40.9	0.9	104	16	49	0	7.2
SD STATE U (1)	42.5	36.3	32.1	27.6	--	35.8	2.7	273	35	50	23	6.4
U OF SD (1)	46.8	36.3	33.1	21.8	--	35.1	2.7	309	37	39	10	6.5
<i>Private Institutions</i>												
BA												
PRESENTATION C (4)	--	--	--	--	23.0	23.0	--	26	88	0	0	--
BA+												
AUGUSTANA C (1)	40.6	36.2	30.5	26.8	--	34.9	2.4	109	30	60	0	10.6
DAKOTA WESLEYAN U (1)	31.8	28.8	25.4	21.1	--	25.5	0.3	31	35	35	6	6.3
MOUNT MARTY C (1)	30.7	26.2	23.5	+	--	#	-0.1	38	53	39	14	2.4
SINTE GLESKA U (4)	44.3	35.6	30.4	--	--	36.5	--	17	29	59	0	--
SIOUX FALLS C (1)	36.3	30.0	27.9	+	--	#	5.3	36	22	39	0	7.5
Doctoral												
NORTH AM BAPTIST SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
TENNESSEE												
<i>Public Institutions</i>												
AA												
CHATTANOOGA STATE TECH CC (1)	38.5	36.0	30.2	25.5	+	#	-0.7	134	53	45	28	4.6
CLEVELAND STATE CC (1)	39.1	34.1	30.2	25.6	--	31.2	-2.2	67	46	64	7	6.9
COLUMBIA STATE CC (1)	44.1	37.4	30.4	24.6	--	29.7	-1.6	83	61	42	5	6.2
DYERSBURG STATE CC (1)	36.4	31.9	27.4	23.9	--	29.9	3.2	39	56	51	11	6.9
JACKSON STATE CC (1)	36.3	32.5	27.2	24.7	--	30.4	-1.9	68	49	59	14	4.5
MOTLOW STATE CC (1)	37.8	35.0	30.8	25.5	--	30.6	-0.4	62	55	61	9	7.3
NASHVILLE STATE TECH I (1)	43.5	35.1	30.8	23.7	--	32.5	--	81	48	64	13	7.3
ROANE STATE CC (1)	40.3	34.6	28.4	24.1	--	31.4	--	116	56	50	12	7.1
SHELBY STATE CC (1)	37.0	30.0	27.6	24.1	--	28.9	-2.0	114	56	64	5	6.4
PELLISSIPPI STATE TECH CC (1)	39.3	33.6	28.4	25.3	--	28.9	-1.6	140	60	34	5	6.2
STATE TECH I OF MEMPHIS (1)	+	32.8	28.9	23.5	--	#	-2.4	62	65	40	60	6.4
NE STATE TECH CC (1)	--	34.2	28.7	23.9	--	27.5	--	62	47	26	10	6.5
VOLUNTEER STATE CC (1)	39.1	33.8	27.9	24.0	--	31.2	1.0	75	51	60	24	5.5
WALTERS STATE CC (1)	41.7	35.6	29.1	24.6	--	32.8	-2.9	95	52	57	14	7.6
BA+												
AUSTIN PEAY STATE U (1)	46.5	34.1	29.5	23.4	--	36.7	-2.6	210	36	57	8	8.0
U OF TN-CHATTANOOGA (1)	46.2	40.2	33.8	22.2	--	40.6	2.3	243	28	70	5	10.6
U OF TN-MARTIN (1)	42.2	38.0	30.9	23.1	--	37.4	-1.0	191	29	68	13	10.6
Doctoral												
EAST TN STATE U (1)	45.9	49.2	25.8	26.3	--	38.8	-2.0	382	35	60	19	8.3
MEMPHIS STATE U (1)	53.3	41.7	35.8	23.3	--	41.9	-0.0	704	28	64	5	8.6

	Prof.	Assoc.	Asst.	Inst./ Lect.	No Rank	Avg.	% Chg.	# of Fac.	% Fem.	% Tnrd.	% 11/12	Avg. Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
MIDDLE TN STATE U (1)	50.6	39.2	31.1	23.9	--	38.6	-0.8	620	34	55	3	8.3
THE U OF TN MEMPHIS (1)	--	+	--	--	--	#	--	2	100	100	99	10.6
U OF TN-KNOXVILLE (1)	54.1	41.1	36.3	26.8	--	45.8	0.9	1,035	23	73	20	12.1
TN STATE U (1)	45.8	38.9	31.4	27.7	--	39.4	3.9	261	36	76	12	9.7
TN TECHNOLOGICAL U (1)	50.3	39.6	33.8	23.1	--	41.0	-0.7	362	23	75	2	10.0

*Private Institutions***AA**

AQUINAS JR C (1)	--	--	--	--	26.0	26.0	12.1	16	75	0	0	4.4
HIWASSEE C (1)	24.0	22.3	20.2	--	--	22.5	-1.9	20	45	75	9	5.0
MARTIN METHODIST C (1)	24.4	+	19.6	18.1	--	#	-0.8	15	47	33	17	6.1
KNOXVILLE C-MORRISTOWN CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--

BA

BRYAN C (1)	29.8	25.8	25.1	+	--	#	-2.0	26	12	0	0	5.9
KING C (1)	31.7	25.4	24.1	--	--	27.0	8.1	37	32	0	0	6.4
KNOXVILLE C (5)	+	29.0	23.4	20.3	--	#	5.3	55	44	5	13	3.7
LAMBUTH U (1)	30.7	27.8	26.1	+	--	#	1.6	41	27	68	0	8.2
LANE C (1)	29.7	25.4	23.4	19.4	--	23.9	4.9	36	31	28	3	2.3
LEE C (1)	34.0	30.7	27.5	23.6	--	28.8	6.9	72	35	47	4	6.3
MARYVILLE C (1)	42.6	35.5	29.6	25.1	--	34.1	7.3	50	44	46	0	7.6
CRICHTON C (1)	31.2	26.5	25.7	--	--	28.3	-7.2	14	43	0	0	5.1
O'MORE C OF DESIGN (4)	+	+	+	--	--	34.8	--	3	0	67	0	--
RHODES C (1)	56.9	43.6	35.4	30.9	--	42.1	5.0	108	32	47	1	10.6
SOUTHERN C OF 7th-DAY ADVENTISTS (1)	--	+	24.9	23.1	--	#	--	11	100	0	88	5.9
TN WESLEYAN C (1)	26.8	26.0	23.0	+	--	#	7.3	30	37	47	6	6.4
TOMLINSON C (3)	--	--	--	--	--	--	--	--	--	--	--	--
TRI-STATE BAPTIST C (4)	--	--	--	--	--	--	--	--	--	--	--	--

BA+

AM BAPTIST C (4)	--	--	--	--	--	--	--	--	--	--	100	--
BELMONT U (1)	47.3	35.9	32.0	23.2	--	37.0	--	124	36	56	6	7.5
BETHEL C (1)	28.0	24.8	25.3	24.5	--	25.9	1.2	25	36	52	4	5.8
CARSON-NEWMAN C (1)	36.9	31.8	27.9	23.3	--	30.8	3.3	104	35	62	11	6.2
CHRISTIAN BROTHERS U (1)	34.1	29.4	27.6	20.6	--	29.6	--	105	23	52	1	7.8
CUMBERLAND U (1)	24.6	29.5	23.8	18.9	--	23.6	--	28	43	0	13	3.6
DAVID LIPSCOMB U (1)	44.2	35.6	30.0	25.4	--	35.3	0.6	99	18	55	0	8.9
FISK U (1)	38.1	32.2	25.4	21.8	--	29.8	--	63	33	49	0	5.5
FREE WILL BAPTIST BIBLE C (1)	--	--	--	--	25.8	25.8	6.7	17	24	0	0	5.6
FREED-HARDEMAN U (1)	38.3	32.5	28.2	19.2	--	30.9	3.7	59	24	66	9	6.9
JOHNSON BIBLE C (1)	26.3	24.8	24.9	--	--	25.6	5.2	19	16	95	0	11.1
LE MOYNE-OWEN C (4)	40.8	33.6	28.7	23.7	--	33.4	--	55	33	49	2	--
LINCOLN MEMORIAL U (1)	27.6	28.0	27.1	22.0	--	26.2	7.4	57	46	0	7	5.5
MEMPHIS C OF ART (1)	+	29.5	+	25.0	--	28.5	--	14	21	0	0	5.8
MILLIGAN C (1)	37.0	30.7	26.4	--	--	31.6	-1.3	49	35	61	2	5.7
TREVECCA NAZARENE C (1)	33.0	29.4	26.5	+	--	#	--	53	34	43	0	6.9
TUSCULUM C (1)	33.8	31.5	28.5	+	--	#	9.7	23	35	43	0	5.4
UNION U (1)	37.6	33.7	30.8	26.8	--	31.6	5.2	104	46	23	1	7.9

Doctoral

HARDING GRAD SCHL OF RELIGION (1)	38.1	34.8	--	--	36.5	36.5	--	12	50	100	0	4.5
EMMANUEL SCHL OF RELIGION (1)	40.1	+	+	--	--	#	38.3	9	0	67	0	19.8
MEHARRY MEDICAL C (1)	--	--	--	--	--	--	--	--	--	--	100	--
MEMPHIS THEOL SEM (1)	49.2	+	+	+	--	43.7	--	7	14	43	0	5.9
MID AMERICA BAPTIST SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
U OF THE SOUTH (1)	55.5	39.2	33.1	30.7	--	46.1	5.5	95	20	76	0	13.7
TN TEMPLE U (1)	27.4	23.3	19.8	17.0	--	22.5	-0.7	43	40	0	4	3.9
VANDERBILT U (1)	78.6	50.0	43.1	28.6	23.3	59.3	--	629	23	65	6	15.0

TEXAS*Public Institutions***AA**

ALVIN CC (1)	--	--	--	--	36.5	36.5	0.3	60	43	85	29	6.7
AMARILLO C (1)	38.4	36.1	33.7	29.0	--	34.0	--	139	56	60	20	9.4

	Prof.	Assoc.	Asst.	Lect.	Rank	Avg.	%	# of	%	%	%	Avg.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
ANGELINA C (1)	--	--	--	--	34.9	34.9	1.0	64	53	0	27	6.3
AUSTIN CC (1)	--	--	--	--	35.2	35.2	2.7	177	41	0	25	6.5
BEE COUNTY C (1)	--	--	--	--	30.6	30.6	5.7	53	51	0	37	5.6
BLINN C (1)	--	--	--	--	28.5	28.5	--	140	43	0	13	4.6
BRAZOSPORT C (1)	+	--	+	25.8	--	#	--	14	64	14	70	3.1
BROOKHAVEN C (1)	--	--	--	--	40.7	40.7	--	88	53	0	0	1.2
CEDAR VALLEY C (1)	--	--	--	--	40.3	40.3	--	47	38	0	0	1.2
CENTRAL TX C (1)	--	--	--	--	35.2	35.2	5.6	61	52	0	42	7.8
CISCO JR C (1)	--	--	--	--	27.7	27.7	--	43	37	56	25	4.7
CLARENDON C (1)	--	--	--	--	30.4	30.4	--	17	29	24	26	2.8
COOKE COUNTY C (1)	--	--	--	--	30.8	30.8	8.6	61	41	0	15	4.6
DEL MAR C (1)	43.5	37.8	32.7	28.0	--	35.6	2.3	233	48	66	12	9.3
EASTFIELD C (1)	--	--	--	--	43.9	43.9	--	111	31	0	0	3.4
EL CENTRO C (1)	--	--	--	--	39.3	39.3	--	145	64	0	0	3.1
EL PASO CC (1)	--	--	--	--	35.4	35.4	3.3	293	46	65	7	6.9
FRANK PHILLIPS C (1)	--	--	--	--	34.1	34.1	6.0	27	48	0	4	4.7
GALVESTON C (1)	38.6	35.3	31.5	29.0	--	33.5	7.0	48	48	58	6	6.0
GRAYSON COUNTY C (1)	--	--	--	--	32.4	32.4	0.4	68	44	0	20	7.4
TRINITY VALLEY CC (1)	--	--	--	--	33.8	33.8	7.7	86	44	0	25	9.5
HILL C (1)	--	--	--	--	28.9	28.9	1.6	46	37	37	0	6.1
HOUSTON CC SYSTEM (1)	--	--	--	--	31.1	31.1	5.8	352	51	13	36	5.7
HOWARD COUNTY JR C DIST (1)	40.7	35.2	32.6	27.4	--	32.0	-1.3	76	64	13	20	7.2
KILGORE C (1)	--	--	--	--	33.4	33.4	5.1	129	56	0	20	5.5
LAMAR U-ORANGE (1)	--	30.3	26.4	23.8	--	25.1	2.1	38	68	34	0	5.6
LAMAR U-PORT ARTHUR (1)	--	+	27.1	24.0	--	#	--	48	71	31	0	7.0
LAREDO JR C (1)	--	--	--	--	34.1	34.1	2.7	157	49	63	7	10.6
LEE C (1)	--	--	--	--	35.8	35.8	-1.6	145	36	0	0	9.7
C OF THE MAINLAND (1)	45.3	41.1	--	34.0	--	40.5	4.3	75	43	68	9	2.1
MCLENNAN CC (1)	--	--	--	--	36.4	36.4	--	145	51	68	12	6.1
MIDLAND C (1)	--	--	--	--	35.4	35.4	4.1	67	34	0	13	8.8
MOUNTAIN VIEW C (1)	--	--	--	--	45.2	45.2	--	71	31	0	0	1.2
NAVARRO C (1)	--	--	--	--	30.7	30.7	-0.1	60	43	0	17	7.7
NORTH HARRIS MONTGOMERY CC (1)	--	--	--	--	37.3	37.3	4.3	253	50	74	8	3.6
NORTH LAKE C (1)	--	--	--	--	41.7	41.7	--	67	45	0	0	1.3
NE TX CC (1)	--	--	--	--	35.4	35.4	--	37	46	0	10	7.7
ODESSA C (1)	45.9	38.4	35.2	32.5	--	38.4	4.3	99	44	26	28	6.1
PANOLA C (1)	--	--	--	--	32.2	32.2	--	50	58	32	0	5.6
PARIS JR C (1)	--	--	--	--	30.5	30.5	4.6	48	60	50	24	5.5
RANGER JR C (1)	--	--	--	--	23.6	23.6	-2.2	15	40	53	44	4.2
RICHLAND C (1)	--	--	--	--	44.6	44.6	--	145	46	0	0	1.2
ST PHILIPS C (1)	42.7	39.2	35.4	30.8	--	34.7	--	165	41	70	9	9.1
SAN ANTONIO C (1)	43.3	39.2	41.1	28.7	--	39.3	--	403	41	83	6	9.9
SAN JACINTO C CENTRAL CAMPUS (5)	--	--	--	--	33.3	33.3	--	432	53	0	6	6.4
SAN JACINTO C NORTH CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
SAN JACINTO C SOUTH CAMPUS (2)	--	--	--	--	--	--	--	--	--	--	--	--
SOUTH PLAINS C (1)	40.8	37.4	31.5	25.5	--	30.6	--	196	44	53	8	9.3
SW TX JR C (1)	--	--	--	--	37.2	37.2	1.2	55	44	45	0	5.3
TARRANT COUNTY JR C DIST (1)	42.6	40.9	38.2	33.6	--	39.1	3.4	424	48	62	5	9.0
TEMPLE JR C (1)	--	--	--	--	34.9	34.9	3.8	61	49	82	15	7.8
TX STATE TECH C-AMARILLO CAMPUS (1)	--	--	--	--	25.9	25.9	-0.1	4	75	0	93	7.6
TX STATE TECH C-WACO CAMPUS (1)	--	--	--	--	26.5	26.5	--	53	13	0	81	8.3
TEXARKANA C (1)	37.4	33.3	31.0	29.1	--	34.2	1.9	78	46	91	28	6.0
TX SOUTHWEST C (5)	44.2	36.8	32.4	32.8	--	33.7	--	168	36	71	16	14.0
TX STATE TECH C-HARLINGEN CAMPUS (1)	--	--	--	--	24.8	24.8	--	43	44	0	73	8.8
TX STATE TECH C-SWEETWATER CAMPUS (1)	--	--	--	--	33.0	33.0	--	7	43	0	90	8.0
TYLER JR C (1)	--	--	--	--	33.4	33.4	-1.0	152	53	0	15	4.0
VERNON REGIONAL JR C (1)	--	--	--	--	31.3	31.3	--	26	42	0	49	5.5
VICTORIA C (1)	--	--	--	--	37.5	37.5	5.3	76	38	71	21	9.6
WEATHERFORD C (4)	--	--	--	--	35.2	35.2	--	46	46	0	15	--

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Lect. (\$)	Inst./ No Rank	Avg. (\$)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. (\$)
WESTERN TX C (1)	39.0	32.8	30.2	25.9	--	31.6	1.2	40	23	0	9	3.8
WHARTON COUNTY JR C (1)	--	--	--	--	35.1	35.1	4.4	58	36	0	40	9.6
PALO ALTO C (1)	--	--	34.0	29.3	--	31.0	--	62	45	32	13	8.6
COLLIN COUNTY CC (1)	--	--	--	--	32.0	32.0	--	116	53	0	0	6.0
BA												
U OF HOUSTON-DOWNTOWN (1)	48.6	40.0	32.1	25.4	--	34.3	0.8	146	40	45	5	9.2
TX A & M U AT GALVESTON (1)	49.4	34.1	35.1	25.9	--	33.1	--	41	22	39	34	9.9
BA+												
ANGELO STATE U (1)	46.7	41.3	35.9	26.5	--	38.0	3.6	179	39	53	3	11.2
EAST TX STATE U TEXARKANA (1)	46.2	35.4	+	26.5	--	#	-5.5	31	29	65	6	8.7
U OF HOUSTON-CLEAR LAKE (1)	53.0	44.6	40.1	28.6	--	44.2	4.4	166	36	62	5	11.5
U OF HOUSTON-VICTORIA (1)	50.9	39.3	33.6	+	--	#	13.8	29	38	41	3	6.2
LAREDO STATE U (1)	41.3	41.3	35.6	+	--	#	0.1	42	24	36	13	9.8
MIDWESTERN STATE U (1)	52.1	37.0	34.0	26.4	--	38.2	3.8	145	34	50	6	10.1
THE U OF TX-PAN AM AT EDINBURG (1)	46.0	40.5	32.5	25.6	23.3	34.7	--	346	34	49	0	8.5
THE U OF TX AT BROWNSVILLE (2)	--	--	--	--	--	--	--	--	--	--	--	--
PRAIRIE VIEW A & M U (1)	46.1	38.7	33.9	25.0	+	#	-4.4	209	31	29	15	9.2
SW TX STATE U (1)	45.4	38.6	30.8	24.6	--	35.4	1.3	576	35	47	5	--
SUL ROSS STATE U (1)	40.0	33.0	29.3	23.4	--	31.9	--	83	22	49	8	9.8
TARLETON STATE U (1)	41.6	36.2	31.8	22.9	--	30.9	--	170	35	42	14	9.8
U OF TX AT TYLER (1)	48.8	40.0	34.2	27.9	--	38.8	0.7	123	46	58	3	11.7
U OF TX OF THE PERMIAN BASIN (4)	43.5	37.6	35.1	30.2	--	38.3	--	73	19	48	0	--
WEST TX STATE U (4)	42.3	36.1	30.5	25.4	--	33.5	--	180	34	57	1	--
Doctoral												
CORPUS CHRISTI STATE U (1)	43.1	35.3	30.4	27.8	--	36.6	-1.9	121	35	63	4	10.8
EAST TX STATE U (1)	45.0	33.8	31.9	25.1	--	37.5	2.5	194	30	76	2	6.8
U OF HOUSTON-U PARK (1)	65.6	44.4	39.1	28.9	--	50.7	1.0	850	22	64	7	10.9
LAMAR U-BEAUMONT (1)	48.8	37.7	34.2	26.7	+	#	2.7	351	34	64	3	6.8
U OF NORTH TX (1)	53.2	43.4	37.3	29.1	--	43.2	2.9	762	26	59	0	8.8
SAM HOUSTON STATE U (1)	48.0	39.4	33.3	27.5	--	40.0	1.6	363	26	64	0	16.9
STEPHEN F AUSTIN STATE U (1)	45.1	37.1	31.9	22.6	--	34.2	2.4	379	32	55	7	8.9
U OF TX SOUTHWESTERN MED CTR DAL-	--	+	--	--	--	#	--	1	0	100	98	11.3
LAS (1)												
U OF TX HLTH SCI SAN ANTONIO (1)	73.3	51.3	37.5	30.4	43.8	42.0	6.9	69	94	22	82	9.5
U OF TX MED BR-GALVESTON (1)	+	40.4	36.1	+	--	37.6	4.0	31	97	19	76	9.3
TX A & I U (1)	44.9	37.7	34.5	22.6	--	37.3	--	181	23	64	4	11.3
TX A & M U (1)	57.9	42.8	35.6	23.9	--	42.5	--	726	21	59	53	11.7
U OF TX AT ARLINGTON (1)	57.2	43.6	38.1	27.5	--	45.0	1.9	613	23	70	0	10.8
U OF TX AT AUSTIN (1)	70.3	45.7	40.8	35.4	--	55.6	3.8	2,062	23	70	0	12.9
U OF TX AT DALLAS (1)	61.4	46.8	40.5	--	--	51.2	2.0	205	13	69	0	12.6
U OF TX AT EL PASO (1)	50.9	40.8	35.3	25.1	--	39.5	--	415	27	57	0	11.8
U OF TX AT SAN ANTONIO (1)	46.6	41.0	35.5	+	--	#	0.1	303	25	62	0	10.1
TX SOUTHERN U (1)	49.7	40.9	41.3	23.1	--	40.7	--	311	40	57	12	8.5
TX TECH U (1)	56.5	40.7	34.8	25.1	--	43.6	--	721	22	65	3	11.8
TX WOMAN'S U (1)	47.2	38.1	32.6	26.6	28.2	36.8	3.0	368	73	52	0	9.6
U OF TX HEALTH SCIENCE CTR (1)	--	--	--	--	--	--	--	--	--	--	100	--
TX TECH U HEALTH SCIENCES CTR (1)	--	+	42.3	--	--	#	--	5	80	20	99	9.9
Private Institutions												
AA												
JACKSONVILLE C (1)	--	--	--	--	21.8	21.8	--	12	33	0	14	4.9
LON MORRIS C (1)	--	--	--	--	24.2	24.2	13.4	13	62	38	0	6.8
BA												
AMBASSADOR C (1)	+	39.3	35.0	28.2	--	#	1.6	24	21	0	53	7.5
ARLINGTON BAPTIST C (1)	--	--	--	--	--	--	--	--	--	--	100	--
DALLAS CHRISTIAN C (1)	24.3	--	--	--	--	24.3	--	5	40	0	0	7.8
HOWARD PAYNE U (1)	33.0	29.2	27.8	23.9	--	29.3	--	58	38	14	17	8.5
INDEPENDENT BAPTIST C (1)	--	--	--	--	--	--	--	--	--	--	100	--
INT'L BIBLE C (4)	--	--	--	--	--	--	--	--	--	--	--	--
JARVIS CHRISTIAN C (1)	34.2	28.5	23.7	18.3	--	25.1	2.0	40	25	3	0	3.4
MCMURRY U (1)	36.7	30.9	30.4	25.5	--	33.0	--	68	26	68	0	8.4

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Inst./ Lect. (\$)	No Rank (\$)	Avg. (\$)	% Chg. %	# of Fac. #	% Fem. %	% Tnrd. %	% 11/12 %	Avg. Bene. (\$)
NORTHWOOD I (1)	+	29.8	+	24.3	--	27.6	--	10	30	0	0	6.4
SCHREINER C (1)	35.8	30.4	25.7	22.3	--	29.1	--	34	35	21	3	6.7
SW ASSEMBLIES OF GOD C (1)	28.7	--	22.3	+	--	#	--	17	35	47	0	13.3
SOUTHWESTERN U (1)	62.6	47.2	38.9	30.5	--	46.7	--	79	33	61	2	10.8
SOUTHWESTERN CHRISTIAN C (1)	--	+	17.5	17.0	--	#	0.5	13	31	100	0	2.7
TX CHIROPRACTIC C (1)	--	--	--	--	--	--	--	--	--	--	100	--
TX C (1)	25.8	22.2	18.3	13.9	--	18.0	--	38	47	0	7	2.8
TX LUTHERAN C (1)	43.5	35.5	30.0	24.9	--	35.1	4.7	63	32	63	0	8.0
WILEY C (4)	27.7	25.4	23.8	20.1	--	23.4	--	34	24	9	3	--
BA+												
AMBER U (1)	--	--	--	--	--	--	--	--	--	--	100	--
U OF CENTRAL TX (1)	--	--	--	--	--	--	--	--	--	--	100	--
AUSTIN C (1)	51.8	41.2	32.1	+	--	#	1.4	80	24	65	5	10.7
BAYLOR C OF DENTISTRY (1)	--	--	--	--	--	--	--	--	--	--	100	--
CONCORDIA LUTHERAN C (1)	--	--	--	--	--	--	--	--	--	--	100	--
CRISWELL C (1)	--	--	--	--	--	--	--	--	--	--	100	--
DALLAS BAPTIST U (1)	36.2	+	30.5	26.3	--	#	--	36	50	19	38	7.7
EAST TX BAPTIST U (1)	34.6	31.8	31.2	28.4	--	32.3	9.8	46	28	30	2	8.0
EPISCOPAL THEOL SEM OF THE SW (1)	--	--	--	--	--	--	--	--	--	--	100	--
HARDIN-SIMMONS U (1)	37.6	32.8	29.3	24.2	--	33.3	--	82	27	73	2	7.1
HOUSTON BAPTIST U (4)	39.8	38.3	33.1	28.2	--	35.2	--	85	45	0	25	--
HUSTON-TILLOTSON C (1)	30.5	27.3	25.9	25.0	--	27.1	--	38	47	24	5	4.9
INCARNATE WORD C (1)	38.4	32.8	31.5	25.2	--	32.4	--	103	54	36	16	71.8
LETOURNEAU U (1)	40.4	33.1	31.4	26.9	--	34.0	8.5	50	6	58	0	9.3
LUBBOCK CHRISTIAN U (1)	33.6	28.8	23.9	23.1	--	28.7	5.3	56	32	61	0	5.2
U OF MARY HARDIN BAYLOR (1)	37.0	31.2	26.2	+	--	#	--	69	49	30	7	7.1
OBLATE SCHL OF THEOLOGY (1)	--	--	--	--	--	--	--	--	--	--	100	--
ST EDWARD'S U (1)	45.2	37.3	32.5	+	--	#	4.7	80	33	29	0	6.3
SOUTHWESTERN ADVENTIST C (1)	--	+	+	--	--	28.6	--	3	100	0	93	6.6
TX WESLEYAN U (1)	40.3	44.8	30.2	24.6	--	39.3	18.4	88	28	57	0	9.5
TRINITY U (1)	68.9	46.8	38.3	--	--	52.7	6.1	217	21	70	0	13.4
WAYLAND BAPTIST U (1)	34.1	30.1	25.2	25.4	--	28.0	3.9	42	36	5	30	7.5
Doctoral												
ABILENE CHRISTIAN U (1)	40.1	36.8	31.4	25.8	--	35.4	--	165	19	64	0	8.6
AUSTIN PRESBY THEOL SEM (1)	53.8	45.5	40.0	--	--	47.3	--	14	14	43	0	10.8
BAYLOR U (1)	59.5	45.3	38.9	29.3	--	45.5	-0.7	589	33	55	0	12.8
DALLAS THEOL SEM (1)	38.0	35.0	31.0	--	--	36.3	--	37	3	65	27	7.1
U OF DALLAS (1)	45.3	38.9	32.4	+	25.9	#	--	80	23	66	22	8.0
OUR LADY OF THE LAKE U-S ANTONIO (1)	45.3	39.3	32.0	25.5	--	36.1	6.2	84	44	33	12	5.0
RICE U (1)	77.9	53.9	47.6	30.8	--	64.4	4.2	416	17	73	0	13.3
U OF ST THOMAS (1)	41.2	37.1	31.5	+	--	#	9.3	85	39	61	3	6.2
ST MARY'S U (1)	60.7	44.8	38.6	+	--	#	10.7	149	23	46	0	8.2
SOUTHERN METHODIST U (1)	70.3	48.5	43.7	27.4	--	52.7	--	484	22	61	0	14.3
SW BAPTIST THEOL SEM (4)	39.3	34.0	28.2	23.1	24.9	32.0	--	116	28	41	15	--
TX CHRISTIAN U (1)	63.4	46.5	40.6	33.2	--	49.1	4.0	329	32	63	0	11.6

UTAH*Public Institutions***AA**

C OF EASTERN UT (1)	--	--	--	--	29.9	29.9	--	67	28	37	7	11.3
DIXIE C (1)	--	--	--	--	31.7	31.7	10.2	71	25	48	0	11.5
SNOW C (1)	41.3	36.7	30.4	23.0	26.8	31.2	5.9	75	23	43	0	11.8
UT VALLEY CC (1)	34.5	31.8	32.2	28.2	--	31.3	0.8	199	28	44	0	13.3
SALT LAKE CC (1)	37.0	32.3	29.7	27.1	--	30.4	7.6	257	43	35	0	11.8

BA+

SOUTHERN UT U (1)	40.1	33.0	27.8	23.5	--	31.9	--	135	24	55	0	11.8
WEBER STATE U (1)	46.3	37.6	32.8	25.8	28.6	37.1	12.5	408	35	51	7	12.7

Doctoral

UT STATE U (1)	45.9	38.1	34.3	27.8	--	37.8	4.8	388	24	58	32	13.1
U OF UT (1)	59.0	42.0	37.7	28.9	--	48.4	2.7	787	26	70	6	14.7

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Inst./ Lect. (\$)	No Rank (\$)	Avg. (\$)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 Bene. (%)	Avg. Bene. (\$)
Private Institutions												
AA												
LATTER DAY STS BUSINESS C (1)	--	--	--	--	32.5	32.5	--	8	63	0	38	10.3
BA+												
WESTMINSTER C OF SALT LAKE CITY (1)	41.3	34.3	30.1	23.9	--	33.3	3.8	72	50	0	0	8.4
Doctoral												
BRIGHAM YOUNG U (4)	60.7	45.0	41.3	31.4	--	48.5	--	1,671	28	61	7	--
VERMONT												
Public Institutions												
AA												
VT TECH C (1)	39.8	33.1	30.0	+	--	#	3.4	58	22	62	2	11.5
BA+												
CASTLETON STATE C (1)	42.1	35.0	29.6	25.7	--	34.5	0.2	90	31	57	2	11.6
JOHNSON STATE C (1)	--	--	--	--	--	--	--	--	--	--	100	--
LYNDON STATE C (1)	42.5	36.3	29.3	--	--	35.0	-0.0	62	26	61	0	12.2
Doctoral												
U OF VT AND ST AGRL C (1)	61.0	44.8	37.4	30.9	35.7	46.6	1.1	519	32	66	7	13.6
Private Institutions												
AA												
STERLING C (1)	--	--	--	--	16.3	16.3	-4.4	8	50	0	20	3.2
LANDMARK C (1)	--	--	--	--	19.8	19.8	2.6	30	60	0	63	4.6
BA												
CHAMPLAIN C (1)	39.5	33.8	30.6	32.2	+	#	--	51	51	0	0	10.4
GREEN MOUNTAIN C (1)	39.0	31.8	29.4	21.4	--	31.3	4.8	36	36	0	0	7.9
SOUTHERN VT C (1)	--	--	--	--	23.7	23.7	0.6	29	59	0	3	4.9
BA+												
BENNINGTON C (1)	--	--	--	--	38.4	38.4	--	53	28	68	0	9.7
GODDARD C (4)	62.4	46.7	38.9	+	--	#	--	30	37	53	0	--
MARLBORO C (1)	--	--	--	--	27.7	27.7	--	31	32	74	0	5.7
NORWICH U (1)	42.4	35.1	31.5	+	--	#	-1.6	156	26	69	0	11.2
ST MICHAEL'S C (1)	47.7	40.8	33.7	+	--	#	2.3	119	26	66	1	13.5
SCHL FOR INT'L TRAINING (1)	+	27.5	24.5	25.1	--	#	19.8	19	63	0	61	5.4
C OF ST JOSEPH (1)	+	26.4	--	--	--	27.1	9.7	15	40	0	0	7.8
TRINITY C (1)	38.9	35.1	28.6	22.5	--	32.3	--	42	50	0	0	6.2
Doctoral												
MIDDLEBURY C (1)	66.9	46.7	39.2	37.7	--	50.2	4.3	185	35	53	0	13.6
VIRGINIA												
Public Institutions												
AA												
BLUE RIDGE CC (1)	42.1	37.2	30.6	27.2	--	33.8	--	38	42	13	5	10.0
CENTRAL VA CC (1)	42.7	37.8	32.8	26.9	--	36.8	--	61	39	13	0	10.6
DABNEY S LANCASTER CC (1)	+	41.0	31.5	27.1	+	33.3	--	29	41	24	6	9.9
DANVILLE CC (1)	40.2	35.4	33.3	28.7	--	34.7	--	55	29	22	0	10.2
EASTERN SHORE CC (1)	+	+	28.7	24.9	--	30.1	--	13	38	8	13	9.2
GERMANNA CC (1)	42.3	34.5	33.4	27.1	--	34.1	--	36	47	3	0	10.1
J SARGEANT REYNOLDS CC (1)	42.4	37.8	33.1	28.2	--	36.5	--	136	46	1	0	10.5
JOHN TYLER CC (1)	40.1	36.2	32.1	29.8	--	34.4	--	58	47	19	0	10.1
LORD FAIRFAX CC (1)	37.4	33.7	29.7	+	--	#	--	37	30	0	0	9.6
MOUNTAIN EMPIRE CC (1)	39.1	35.7	31.9	27.7	--	33.1	--	47	32	0	0	9.8
NEW RIVER CC (1)	42.7	38.4	31.1	27.5	--	32.9	--	61	48	10	0	9.8
NORTHERN VA CC (1)	43.6	39.0	34.0	29.7	--	37.3	--	489	49	8	0	10.7
PATRICK HENRY CC (1)	38.5	36.6	31.7	24.8	--	31.8	--	34	50	3	0	9.6
PAUL D CAMP CC (1)	40.7	35.7	31.7	30.6	--	34.2	--	24	29	0	0	10.1
PIEDMONT VA CC (1)	40.1	35.2	31.4	26.2	--	34.6	--	51	51	0	4	10.1
RAPPAHANNOCK CC (1)	+	39.6	31.7	26.9	--	#	--	27	44	0	0	9.9
RICHARD BLAND C-WILLIAM & MARY (1)	42.3	35.4	30.9	+	--	#	--	32	41	75	0	9.0
SOUTHSIDE VA CC (1)	35.0	33.5	31.9	27.2	+	#	--	45	42	0	8	9.5

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Inst./ Lect. (\$)	No Rank (\$)	Avg. (\$)	% Chg. (%)	# of Fac. (#)	% Fem. (%)	% Tnrd. (%)	% 11/12 (%)	Avg. Bene. (\$)
SW VIRGINIA CC (1)	42.1	38.5	33.4	28.7	+	#	--	61	36	11	22	10.3
THOMAS NELSON CC (1)	42.7	37.3	32.3	27.0	--	34.8	--	105	44	10	0	10.2
TIDEWATER CC (1)	39.3	36.3	30.8	27.0	+	#	--	234	45	3	8	10.1
VA HIGHLANDS CC (1)	37.5	35.3	31.3	27.3	--	33.6	--	59	51	5	0	9.9
VA WESTERN CC (1)	41.7	37.8	33.8	27.6	--	36.1	--	91	45	21	3	10.5
WYTHEVILLE CC (1)	41.2	35.2	29.9	25.4	--	33.3	--	47	47	21	0	9.9
BA												
U OF VA CLINCH VALLEY C (1)	41.4	34.2	31.2	20.6	--	32.8	--	57	30	46	0	8.3
VA MILITARY I (1)	52.5	43.1	36.1	32.2	--	45.1	--	92	8	66	2	12.2
BA+												
CHRISTOPHER NEWPORT U (1)	50.3	43.2	35.1	27.2	--	40.3	--	160	32	48	0	9.9
JAMES MADISON U (1)	50.4	43.7	35.2	29.2	--	42.1	--	455	31	66	8	10.5
LONGWOOD C (1)	47.9	41.6	33.3	30.4	--	38.7	--	148	32	54	0	10.3
MARY WA C (1)	48.9	41.1	31.6	31.9	--	40.1	--	154	32	64	4	9.9
NORFOLK STATE U (1)	48.3	41.8	34.2	27.6	--	39.8	--	253	47	42	8	9.9
RADFORD U (1)	49.5	39.1	34.4	26.2	--	40.0	--	396	38	55	0	10.2
VA STATE U (1)	43.8	39.5	37.1	30.3	--	38.0	--	151	35	46	20	8.4
Doctoral												
C OF WILLIAM AND MARY (1)	64.6	47.9	36.1	28.7	--	50.8	--	399	27	66	11	12.3
GEORGE MASON U (1)	73.4	49.7	41.8	33.1	--	54.0	--	579	30	65	8	12.0
OLD DOMINION U (1)	57.0	44.2	37.0	30.9	28.4	44.0	--	569	26	57	5	11.2
VA POLYTECHNIC I AND STATE U (1)	65.7	45.8	39.6	25.1	--	50.5	--	949	19	71	35	11.6
VA COMMONWEALTH U (1)	59.3	47.6	38.3	29.0	--	47.5	--	527	31	70	31	11.8
U OF VA MAIN CAMPUS (1)	69.2	47.4	39.5	31.5	--	54.8	--	824	20	70	14	13.8
Private Institutions												
AA												
CMNT HOSPITAL OF ROANOKE VLY												
COLL OF HLTH SCI (1)	+	+	29.1	22.9	--	29.0	--	14	79	0	39	4.1
SOUTHERN VA C FOR WOMEN (1)	--	--	--	--	26.8	26.8	--	16	63	0	0	3.2
BA												
LIFE BIBLE C-EAST (4)	--	--	--	--	--	--	--	--	--	--	100	--
ATLANTIC BAPTIST BIBLE C INC (4)	--	--	--	--	--	--	--	--	--	--	--	--
BLUEFIELD C (1)	39.3	33.0	27.9	21.0	--	30.0	--	33	21	100	0	--
BRIDGEWATER C (1)	44.4	37.4	31.8	24.1	--	36.8	--	62	18	66	2	8.4
CHRISTENDOM C (1)	+	35.3	27.1	--	--	#	--	14	14	0	0	7.1
EMORY AND HENRY C (1)	41.9	34.4	30.1	+	--	#	--	53	26	68	0	7.6
EASTERN MENNONITE C AND SEM (1)	36.8	32.5	28.0	24.5	--	31.5	--	62	27	61	0	7.2
FERRUM C (1)	38.6	32.1	28.3	22.7	--	33.1	--	72	39	76	0	6.9
HAMPDEN-SYDNEY C (1)	53.6	41.0	34.9	29.3	--	42.0	--	84	18	62	0	8.3
RANDOLPH-MACON C (1)	49.8	38.0	29.7	26.4	--	38.2	--	78	29	62	0	8.7
ROANOKE C (1)	48.1	38.6	32.2	--	--	39.3	--	91	37	71	0	11.1
ROCKINGHAM MEM HOSPITAL SCHL OF												
MED TECHN (4)	--	--	--	--	--	--	--	--	--	--	--	--
ST PAUL'S C (1)	30.5	30.1	23.5	25.4	--	26.5	--	28	36	25	10	6.5
SWEET BRIAR C (1)	51.9	41.4	35.0	+	--	#	--	59	53	81	0	9.6
VA INTERMONT C (1)	32.9	29.4	28.4	+	--	#	--	35	43	34	5	7.2
VA WESLEYAN C (1)	50.5	40.3	32.2	31.3	--	40.8	--	65	37	45	0	9.5
WASHINGTON AND LEE U (1)	71.1	51.2	44.8	--	--	62.1	--	161	16	81	0	12.5
BA+												
AVERETT C (1)	34.0	31.0	26.3	24.5	--	30.3	--	47	32	60	0	7.1
HOLLINS C (1)	50.8	40.0	31.6	+	--	#	--	68	43	65	0	9.9
I OF TEXTILE TECHNOLOGY (1)	--	--	--	--	--	--	--	--	--	--	100	--
LYNCHBURG C (1)	45.4	38.0	30.3	24.8	--	38.5	--	131	34	67	0	8.9
MARY BALDWIN C (1)	43.6	34.9	29.8	+	--	#	--	57	40	47	22	7.3
MARYMOUNT U (1)	45.4	38.8	34.6	--	--	39.5	--	95	59	44	17	6.3
RANDOLPH-MACON WOMAN'S C (1)	48.9	40.3	33.4	29.1	--	39.7	--	67	45	69	0	10.0
U OF RICHMOND (1)	68.9	53.7	41.7	--	--	55.7	--	212	25	69	0	12.1
SHENANDOAH U (1)	40.0	33.9	29.4	+	--	#	--	60	43	27	26	6.7
VA UNION U (1)	33.4	35.8	28.9	20.1	--	28.7	--	76	39	20	0	4.5

	Prof.	Assoc.	Asst.	Inst./	No		%	# of	%	%	%	Avg.
	(\$)	(\$)	(\$)	Lect.	Rank	Avg.	Chg.	Fac.	Fem.	Tnrd.	11/12	Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
Doctoral												
REGENT U (1)	51.6	40.3	39.6	+	--	#	--	57	7	65	0	9.4
HAMPTON U (1)	46.4	37.5	30.6	26.4	--	34.2	--	270	43	23	11	4.5
LIBERTY U (1)	38.7	32.7	27.4	27.4	--	32.4	--	162	33	0	17	4.9
PRESBY SCH OF CHRIST'N ED (1)	44.9	+	34.6	--	--	#	--	8	75	63	20	11.1
PROTESTANT EPISC THEOL SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
UNION THEOL SEM IN VA (1)	--	--	--	--	--	--	--	--	--	--	100	--

WASHINGTON*Public Institutions***AA**

BELLEVUE CC (1)	--	--	--	--	36.9	36.9	3.8	108	46	71	0	10.0
BIG BEND CC (1)	--	--	--	--	37.0	37.0	--	44	34	70	0	10.2
CENTRALIA C (1)	--	--	--	--	35.8	35.8	-1.4	64	33	81	4	10.0
CLARK C (1)	--	--	--	--	35.9	35.9	4.0	122	43	84	0	9.9
COLUMBIA BASIN C (1)	--	--	--	--	35.7	35.7	3.4	80	33	74	0	9.9
EDMONDS CC (1)	--	--	--	--	37.0	37.0	2.9	92	47	78	25	9.9
EVERETT CC (1)	--	--	--	--	36.6	36.6	4.2	95	39	89	0	10.4
PIERCE C (1)	--	--	--	--	34.6	34.6	-1.0	98	42	78	1	10.2
GRAYS HARBOR C (1)	--	--	--	--	36.2	36.2	4.2	43	30	77	0	10.1
GREEN RIVER CC (1)	--	--	--	--	39.9	39.9	4.4	105	30	86	0	10.8
HIGHLINE CC (1)	--	--	--	--	36.4	36.4	3.7	121	41	82	0	10.1
LOWER COLUMBIA C (1)	--	--	--	--	35.6	35.6	4.3	72	38	81	0	9.7
NORTH SEATTLE CC (1)	--	--	--	--	35.5	35.5	1.1	101	43	82	0	9.8
OLYMPIC C (1)	--	--	--	--	37.1	37.1	3.1	80	39	84	9	10.2
PENINSULA C (1)	--	--	--	--	35.6	35.6	1.9	45	31	64	18	10.0
RENTON TECH C (1)	--	--	--	--	35.5	35.5	--	57	40	84	0	9.9
SEATTLE CC SOUTH CAMPUS (1)	--	--	--	--	35.8	35.8	0.5	69	22	77	0	9.9
SEATTLE CENTRAL CC (1)	--	--	--	--	35.0	35.0	-0.4	134	52	72	0	9.9
SHORELINE CC (1)	--	--	--	--	38.0	38.0	5.8	137	50	84	0	10.4
SKAGIT VALLEY C (1)	--	--	--	--	34.0	34.0	3.4	83	43	82	0	9.7
SOUTH PUGET SOUND CC (1)	--	--	--	--	33.5	33.5	3.8	63	49	65	0	9.5
SPOKANE CC (1)	--	--	--	--	36.7	36.7	4.7	193	38	80	0	10.8
SPOKANE FALLS CC (1)	--	--	--	--	36.4	36.4	5.9	140	42	80	0	10.8
TACOMA CC (1)	--	--	--	--	37.6	37.6	3.8	82	44	73	0	10.0
WALLA WALLA CC (1)	--	--	--	--	34.4	34.4	2.4	83	43	71	14	9.6
WENATCHEE VALLEY C (1)	--	--	--	--	32.8	32.8	3.4	53	42	81	0	9.6
WHATCOM CC (1)	--	--	--	--	32.3	32.3	2.4	28	54	75	0	9.1
YAKIMA VALLEY CC (1)	--	--	--	--	38.8	38.8	4.6	97	41	75	0	10.6

BA+

CENTRAL WA U (1)	49.2	38.3	32.1	+	--	#	--	304	23	66	0	11.1
EASTERN WA U (1)	46.9	39.6	33.7	19.9	--	41.8	8.6	355	26	66	2	10.4
EVERGREEN STATE C (1)	--	--	--	--	41.7	41.7	--	157	38	0	0	11.1
WESTERN WA U (1)	52.2	43.1	37.2	33.1	--	44.9	3.2	403	24	72	1	10.7
U OF WA-BOTHELL BRANCH (1)	52.3	+	33.4	+	--	38.2	--	15	47	27	17	10.2
U OF WA-TACOMA BRANCH (1)	49.0	38.3	32.8	--	--	39.3	--	15	33	53	17	10.4

Doctoral

WA STATE U (1)	58.9	43.5	39.1	28.2	--	45.6	--	674	27	57	30	10.3
U OF WA (1)	66.2	46.4	41.3	35.1	26.3	53.6	3.5	1,374	24	72	27	12.7

*Private Institutions***AA**

HOLY FAMILY HOSP SCHL OF RADIOLOGIC TECHN (4)	--	--	--	--	--	--	--	--	--	--	--	--
--	----	----	----	----	----	----	----	----	----	----	----	----

BA

COGSWELL C NORTH (1)	--	--	--	--	--	--	--	--	--	--	100	--
CORNISH C OF THE ARTS (1)	--	--	--	--	20.2	20.2	-0.0	10	30	0	0	4.1
LUTHERAN BIBLE I OF SEATTLE (1)	--	--	--	--	--	--	--	--	--	--	100	--
NW C OF THE ASSEMBLIES OF GOD (1)	35.0	29.7	27.1	25.5	--	29.5	-0.4	29	28	52	0	6.8
PUGET SOUND CHRISTIAN C (1)	+	23.9	+	--	--	#	5.0	6	17	100	0	8.3
WHITMAN C (1)	57.5	45.4	36.2	31.7	+	#	3.6	99	20	73	0	10.4

	Prof. (\$)	Assoc. (\$)	Asst. (\$)	Inst./ Lect. (\$)	No Rank (\$)	Avg. (\$)	Chg. %	# of Fac. (#)	% Fem. %	% Tnrd. %	% 11/12 %	Avg. Bene. (\$)
BA+												
CITY U (1)	--	--	--	--	--	--	--	--	--	--	100	--
HERITAGE C (1)	--	+	+	+	--	28.3	--	4	25	0	76	6.0
BASTYR C (4)	--	--	--	--	--	--	--	--	--	--	100	--
NW BAPTIST SEM (1)	--	--	--	--	--	--	--	--	--	--	100	--
PACIFIC LUTHERAN U (1)	47.6	39.6	34.1	--	--	40.6	--	214	36	65	5	10.0
U OF PUGET SOUND (1)	59.0	43.7	37.0	--	--	48.9	4.5	173	31	60	0	13.7
ST MARTIN'S C (1)	37.0	32.7	28.8	+	--	#	8.5	52	31	54	0	6.6
SEATTLE PACIFIC U (1)	45.4	39.0	33.2	26.8	+	#	--	143	36	57	1	10.1
WALLA WALLA C (1)	32.3	30.5	29.2	25.9	--	30.3	1.5	112	25	56	0	5.7
WA BAPTIST C OF BIBLICAL EDUC (4)	--	--	--	--	--	--	--	--	--	--	--	--
WHITWORTH C (1)	41.7	34.5	29.2	22.6	--	35.6	--	74	27	64	8	6.8
ANTIOCH U-SEATTLE BRANCH (1)	--	--	--	--	--	--	--	--	--	--	100	--
Doctoral												
FULLER THEOL SEM (2)	--	--	--	--	--	--	--	--	--	--	--	--
GONZAGA U (1)	57.2	42.1	33.7	26.6	--	40.5	--	239	29	41	9	9.5
SEATTLE U (1)	54.6	45.2	40.9	34.2	--	44.7	--	204	38	52	3	9.6
WEST VIRGINIA												
<i>Public Institutions</i>												
AA												
POTOMAC STATE C OF WV U (1)	38.3	30.6	24.2	19.0	--	29.9	-4.1	33	24	73	13	7.8
SOUTHERN WV CC (1)	38.7	29.3	25.4	19.7	--	26.6	0.6	52	44	56	0	6.6
WV NORTHERN CC (1)	34.6	26.7	21.3	18.7	--	27.1	-0.4	60	58	67	6	7.0
BA												
BLUEFIELD STATE C (1)	39.0	29.9	25.5	21.2	--	28.9	1.0	93	42	54	0	8.0
CONCORD C (1)	38.0	31.7	26.6	22.1	--	30.7	-3.0	87	30	46	4	11.7
FAIRMONT STATE C (1)	41.2	34.6	29.4	26.1	--	34.1	0.2	170	35	66	3	8.4
GLENVILLE STATE C (1)	37.8	30.0	25.8	22.1	--	28.0	-1.5	71	35	51	3	7.2
WV U AT PARKERSBURG (1)	36.5	28.2	27.5	24.9	--	30.9	2.8	69	38	74	1	7.3
SHEPHERD C (1)	39.6	33.8	29.1	27.4	--	32.5	1.8	114	32	61	0	7.7
WV STATE C (1)	38.0	32.2	25.6	22.2	--	28.6	0.7	134	48	48	4	2.5
WEST LIBERTY STATE C (1)	39.1	31.2	21.8	21.1	--	32.0	-2.6	130	35	73	0	7.5
BA+												
MARSHALL U (1)	44.5	36.5	29.3	21.8	--	36.2	-0.9	386	37	64	2	8.6
WV GRAD C (1)	50.0	40.8	32.2	+	--	#	--	42	38	64	16	8.7
WV I OF TECHNOLOGY (1)	38.3	32.2	27.7	22.6	--	32.8	0.4	128	27	68	7	7.9
Doctoral												
WV U (1)	52.2	40.9	34.7	23.7	--	41.6	1.2	701	29	59	23	8.4
<i>Private Institutions</i>												
BA												
APPALACHIAN BIBLE C (1)	--	--	--	--	--	--	--	--	--	--	100	--
THE C OF WV (1)	--	--	--	--	27.3	27.3	12.1	22	64	0	19	4.7
BETHANY C (1)	37.7	33.0	27.4	+	--	#	3.6	50	32	60	0	9.1
DAVIS AND ELKINS C (1)	33.8	27.3	25.4	22.3	--	26.7	0.4	55	38	45	0	7.9
OH VALLEY C (1)	+	24.6	22.5	+	--	24.1	-3.7	14	21	57	0	5.1
BA+												
ALDERSON BROADDUS C (1)	37.6	30.0	26.5	25.8	--	29.2	1.7	55	49	47	8	8.2
THE U OF CHARLESTON (1)	36.9	32.5	32.1	27.7	--	32.0	4.1	57	61	18	12	6.7
SALEM-TEIKYO U (1)	--	--	--	--	--	--	--	--	--	--	100	--
WV WESLEYAN C (1)	41.2	37.4	32.1	27.3	--	37.0	4.0	73	37	59	0	10.9
WHEELING JESUIT C (1)	39.0	32.9	26.7	24.6	--	30.1	1.6	60	33	48	8	5.8
WISCONSIN												
<i>Public Institutions</i>												
AA												
WI AREA VTAE DIST NUMBER 4 (1)	--	--	--	--	45.1	45.1	--	394	43	0	0	16.1
BLACKHAWK TECH C (1)	--	--	--	--	37.7	37.7	1.2	92	48	0	0	12.6
FOX VALLEY TECH C (1)	--	--	--	--	37.7	37.7	-1.7	195	46	0	26	12.8

	Prof.	Assoc.	Asst.	Lect.	Inst./ Rank	No Avg.	% Chg.	# of Fac.	% Fem.	% Tnrd.	% 11/12	Avg. Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
GATEWAY TECH C (1)	--	--	--	--	40.8	40.8	5.9	226	56	0	0	12.2
LAKESHORE VTAE DIST (1)	--	--	--	--	41.2	41.2	5.4	92	42	0	13	14.3
MID-STATE TECH C-MAIN CAMPUS (1)	--	--	--	--	38.9	38.9	9.8	79	41	0	5	13.3
MILWAUKEE AREA TECH C (1)	--	--	--	--	47.5	47.5	4.8	625	45	0	0	15.9
WI AREA VTAE-MORAINES PARK (1)	--	--	--	--	40.2	40.2	7.0	127	46	0	9	13.6
NICOLET VTAE DIST (1)	--	--	--	--	34.5	34.5	-8.5	58	45	100	5	11.8
NORTHCENTRAL TECH C (1)	--	--	--	--	41.8	41.8	5.6	141	40	0	0	13.9
NE WI TECH C (1)	--	--	--	--	41.1	41.1	7.1	188	37	0	7	10.7
SW WI TECH C (4)	47.5	42.1	35.3	+	44.8	#	--	26	42	42	7	--
U OF WI CTRS (1)	45.8	38.2	31.6	26.9	--	37.3	5.2	339	24	81	0	11.3
CHIPPewa VALLEY TECH C (1)	--	--	--	--	40.0	40.0	9.9	162	43	0	10	13.0
WAUKESHA COUNTY TECH C (1)	--	--	--	--	44.8	44.8	7.0	154	34	0	0	12.9
WESTERN WI TECH C (1)	--	--	--	--	40.7	40.7	--	161	43	0	4	12.7
WI INDIANHEAD TECH C (1)	--	--	--	--	36.5	36.5	8.0	134	34	0	0	11.0
BA+												
U OF WI-WHITEWATER (1)	51.0	42.3	36.8	30.4	--	42.1	5.5	385	29	67	1	12.2
U OF WI-EAU CLAIRE (1)	47.6	39.7	36.1	30.2	--	41.7	6.4	422	26	76	0	12.2
U OF WI-GREEN BAY (1)	48.4	41.0	35.6	28.4	--	41.2	3.8	150	24	71	2	12.1
U OF WI-LA CROSSE (1)	50.3	41.9	37.5	30.4	--	42.3	4.2	362	27	69	1	12.2
U OF WI-OSHKOSH (1)	52.9	42.8	36.8	29.7	--	43.0	4.3	365	29	67	2	12.4
U OF WI-PARKSIDE (1)	52.2	41.2	40.2	26.7	--	42.6	6.5	160	26	65	1	12.3
U OF WI-STOUT (1)	48.5	38.3	33.9	28.7	--	39.9	6.8	296	29	67	1	11.8
U OF WI-SUPERIOR (1)	49.1	41.4	34.3	27.3	--	41.0	3.6	100	25	61	1	12.0
U OF WI-PLATTEVILLE (1)	50.5	40.4	35.0	28.8	--	42.3	4.7	228	21	68	3	12.3
U OF WI-RIVER FALLS (1)	46.6	38.5	33.9	30.6	--	40.9	7.4	229	28	73	2	12.0
U OF WI-STEVENS POINT (1)	49.6	40.8	35.0	28.3	--	41.7	7.6	326	23	70	7	12.1
Doctoral												
U OF WI-MADISON (1)	66.0	48.3	42.8	37.5	--	56.9	7.3	1,413	24	72	14	14.6
U OF WI-MILWAUKEE (1)	59.0	44.8	42.1	31.8	--	48.0	4.8	779	29	69	3	13.2
Private Institutions												
AA												
MADISON JR C OF BUSINESS (1)	--	--	--	--	--	--	--	--	--	--	100	--
BA												
ALVERNO C (1)	41.2	34.6	26.8	--	+	#	5.5	103	74	40	3	5.3
BELLIN C OF NURSING (4)	47.0	+	+	--	--	39.7	--	7	29	71	0	--
COLUMBIA C (1)	+	35.1	31.8	+	--	36.0	14.6	12	92	58	0	6.9
MILWAUKEE I OF ART DESIGN (1)	--	--	--	--	34.5	34.5	--	25	28	0	0	7.8
MOUNT SENARIO C (1)	+	24.3	23.5	20.9	--	#	29	24	0	0	4.7	--
NORTHLAND BAPTIST BIBLE C (4)	+	+	+	--	--	39.0	--	5	20	60	0	--
NORTHLAND C (1)	36.4	29.1	25.8	+	--	#	--	40	20	68	0	7.6
RIPON C (1)	47.5	35.0	29.7	+	--	#	1.6	70	27	64	0	9.3
BA+												
BELOIT C (4)	48.5	37.3	31.7	+	--	#	--	83	18	67	0	--
CARDINAL STRITCH C (1)	43.4	38.4	29.7	24.1	--	33.5	--	57	68	60	3	5.5
CARROLL C (4)	43.8	38.8	32.5	--	--	38.0	--	86	27	72	0	--
CARTHAGE C (1)	41.1	36.1	30.4	--	--	35.8	6.9	76	28	47	0	10.0
CONCORDIA U-WI (1)	39.9	37.2	32.6	29.2	--	34.1	--	68	29	7	0	8.6
EDGEWOOD C (1)	38.7	34.9	28.7	+	--	#	7.9	52	46	67	2	6.6
LAKELAND C (1)	41.7	35.1	31.4	26.2	--	33.7	9.1	37	30	43	14	6.7
LAWRENCE U (1)	54.2	41.3	35.1	24.9	--	44.3	0.0	111	23	66	0	9.6
MARANATHA BAPTIST BIBLE C INC (1)	16.5	17.2	17.8	14.7	--	16.7	8.4	22	32	0	0	9.0
MARIAN C OF FOND DU LAC (1)	41.9	35.3	29.3	26.4	--	32.6	8.6	61	56	43	9	6.4
MILWAUKEE SCHL OF ENGINEERING (1)	44.5	39.5	35.1	--	--	41.2	--	95	16	0	8	9.2
MOUNT MARY C (1)	38.6	32.7	26.8	24.2	--	30.5	--	51	80	47	0	4.9
NASHOTAH HOUSE (4)	+	--	+	+	--	27.8	--	4	0	0	0	--
SACRED HEART SCHL OF THEOLOGY (1)	+	+	--	+	--	39.5	--	4	25	50	0	8.0
ST NORBERT C (1)	52.0	42.6	34.0	30.7	--	40.0	2.0	110	21	70	0	12.7
SILVER LAKE C (1)	--	30.5	24.9	+	--	#	0.6	18	67	0	5	5.8
VITERBO C (1)	41.5	34.2	29.6	24.9	--	32.3	-1.4	75	56	60	0	6.9
WI LUTHERAN C (1)	35.5	32.8	27.5	+	--	#	6.3	24	25	0	0	9.3

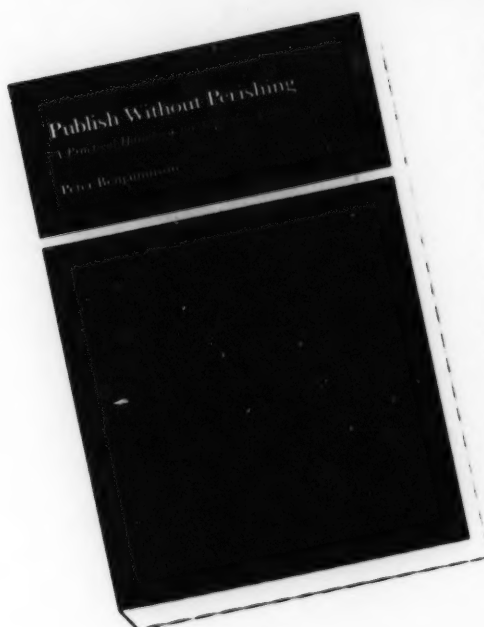
	Prof.	Assoc.	Asst.	Inst./ Lect.	No Rank	Avg.	% Chg.	# of Fac.	% Fem.	% Thrd.	% 11/12	Avg. Bene.
	(\$)	(\$)	(\$)	(\$)	(\$)	(\$)	(%)	(#)	(%)	(%)	(%)	(\$)
Doctoral												
MARQUETTE U (1)	67.2	49.9	41.1	--	--	50.7	4.6	440	26	69	9	13.1
WI SCHL OF PROFNL PSYCH (4)	--	--	--	--	--	--	--	--	--	--	--	--

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CASPER C (1)	--	--	--	--	31.4	31.4	0.3	135	47	71	2	8.0
CENTRAL WY C (1)	33.1	29.2	26.7	20.6	--	27.9	-0.3	44	45	0	0	7.3
EASTERN WY C (1)	--	--	--	--	31.0	31.0	1.1	32	31	69	11	8.0
LARAMIE COUNTY CC (1)	--	--	--	--	32.5	32.5	--	73	45	0	4	8.8
NW CC (1)	33.7	32.9	28.0	22.7	--	28.6	--	89	30	61	2	7.5
SHERIDAN C (1)	--	--	--	--	26.8	26.8	-3.7	80	55	57	0	7.1
WESTERN WY CC (1)	42.0	37.6	28.9	25.9	--	30.4	-1.9	55	49	0	8	7.9
Doctoral												
U OF WY (1)	53.8	42.3	37.5	29.9	--	44.9	--	515	21	62	14	10.2

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